Supporting Inclusive Schools

School-Based Planning and Reporting

A Framework for Developing and Implementing Annual School Plans and Reports

Building for the Future

SUPPORTING INCLUSIVE SCHOOLS

School-Based Planning and Reporting

A Framework for Developing and Implementing
Annual School Plans and Reports

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PHILOSOPHY OF INCLUSION

Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

PREFACE

Intended Audience

Superintendents, student services administrators, principals, classroom teachers, resource teachers, school counsellors, parents, and other planning team members who are working together to develop inclusive school-based plans and reports may use this framework as an aid to their process.

Background

Supporting Inclusive Schools: School-Based Planning and Reporting is a collaborative response to a province-wide request by Manitoba educators for comprehensive information on school planning and reporting for all students. Beginning with a pilot program of 12 school divisions/districts and consultations and workshops with educators across the province, refinements to current planning processes and support templates occurred. The formation of a development team of practising Manitoba educators in June 2003 was instrumental in the development of a support document for planning and reporting. The foundation of *School-Based Planning and Reporting* rests upon effective planning and reporting processes already occurring in the province. It is through continued collaboration and cooperation with Manitoba educators that planning and reporting on educational outcomes will continue to evolve.

Purpose

This document is intended as a resource guide to assist school communities with the preparation and implementation of effective Annual School Plans, School Planning Reports, and Community Reports. It begins with a review of the purpose and benefits of school-based planning and Annual School Plans. It then links the various levels of educational planning and reporting with the aim of streamlining the planning process. The document further specifies departmental expectations regarding content issues, timelines, and reporting procedures that school communities need to consider as they prepare, implement, reflect upon, and revise their plans.

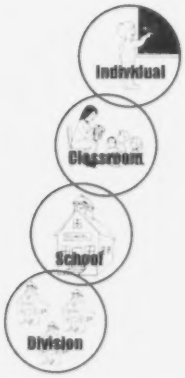
Guide Graphics

Throughout this document, a number of guide graphics have been used to draw the reader's attention to specific items.

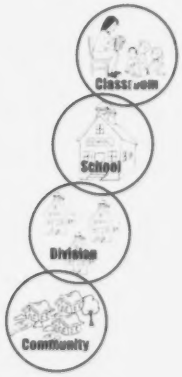
This graphic is a reference to other documents produced by Manitoba Education, Citizenship and Youth and its partners.

This graphic is used to refer to Internet websites that provide further information on planning and reporting.

This graphic is used as an organizer for the steps in planning and reporting.



This graphic represents the four levels of planning: division/district, school, classroom, and individual.



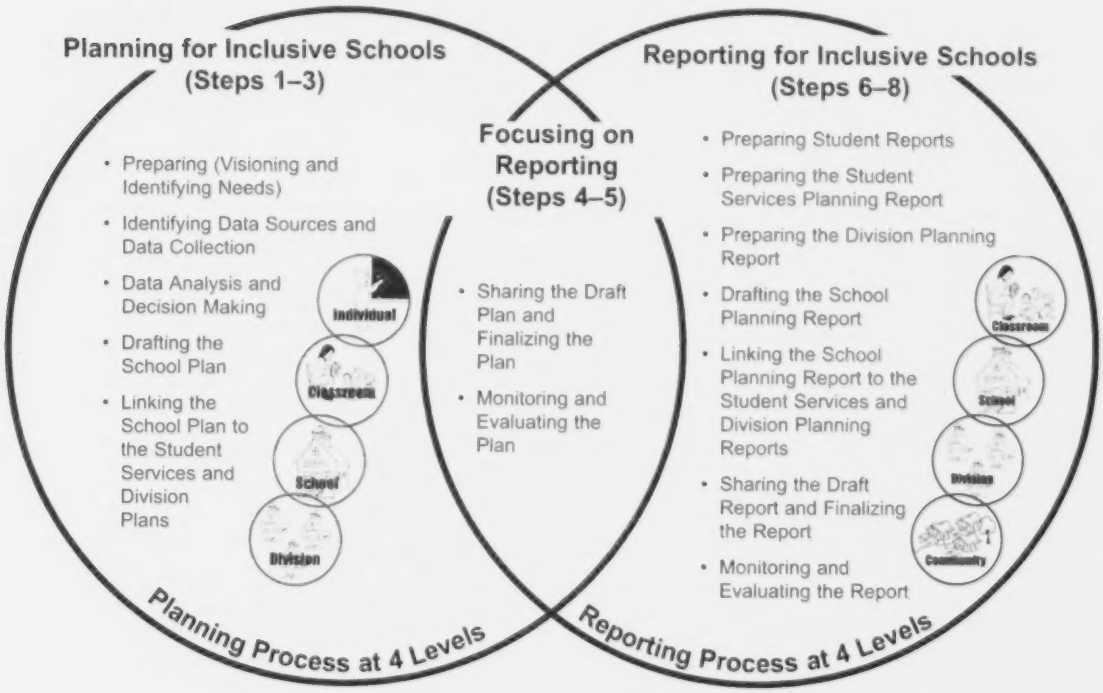
This graphic represents the four levels of reporting: community, division/district, school, and individuals within classrooms.

This graphic is used to highlight an area of text that uses a sample or case study to clarify abstract concepts.

INTRODUCTION

Manitoba schools have a lengthy history of planning and reporting, using a variety of processes that have evolved over time within each educational community. As the range of challenges facing schools broadens, the need for effective, streamlined planning and reporting deepens. *School-Based Planning and Reporting* offers time-tested suggestions for basic steps in planning and reporting that schools and divisions/districts may use to assist them as they create unique structures that reflect the needs of their communities.

The purpose of school planning is to link individual, classroom, school, division/district, and departmental planning and reporting processes. Manitoba Education, Citizenship and Youth is committed to ensuring that effective school-based planning occurs across Kindergarten to Senior 4 and that parents* and community members are provided with significant opportunities to participate in preparing Annual School Plans and Reports.


Planning for Inclusive Schools (Steps 1–3)
• Preparing (Visioning and Identifying Needs)
• Identifying Data Sources and Data Collection
• Data Analysis and Decision Making
• Drafting the School Plan
• Linking the School Plan to the Student Services and Division Plans
Individual
Classroom
School
Division
Planning Process at 4 Levels
Focusing on Reporting (Steps 4–5)
• Sharing the Draft Plan and Finalizing the Plan
• Monitoring and Evaluating the Plan
Reporting for Inclusive Schools (Steps 6–8)
• Preparing Student Reports
• Preparing the Student Services Planning Report
• Preparing the Division Planning Report
• Drafting the School Planning Report
• Linking the School Planning Report to the Student Services and Division Planning Reports
• Sharing the Draft Report and Finalizing the Report
• Monitoring and Evaluating the Report
Classroom
School
Division
Community
Reporting Process at 4 Levels

The planning and reporting process can be organized into eight steps. The first step begins with the collaborative process of visioning and identifying needs. This step also includes establishing a planning team to assist in the various responsibilities associated with Annual School Plans and Reports. Steps 2 through 5 define tasks and subtasks leading to a finalized action plan. Steps 6 through 8 focus on the tasks associated with reporting.

* In this document, the term "parents" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.

"Schools are most successful when they have meaningful, clearly stated goals and a process for monitoring and reporting on the progress being made towards the achievement of these goals. Teachers, students, families, and communities must participate in this process if it is to succeed."

M. Fullan (2001)

This document outlines some key planning concepts and issues and suggests some guiding principles that may assist school communities to initiate or strengthen their planning processes to develop effective Annual School Plans. Schools are not required to use the approach presented in Section 2, nor do they need to follow the suggested sequence. It is important, however, to cover each of the key milestones in the planning process (see Figure 2 on page 1.9). The planning process suggested in this document parallels the process outlined in the Department documents *Planning for Behaviour* (2001) and *A Handbook for Student Services* (2002).

Finally, this document provides samples taken from actual School Planning Reports based on a rubric designed to assist schools in preparing effective School Planning Reports. The same rubric may assist in preparing effective School Division/District Planning Reports (hereafter referred to as Division Planning Reports).

The planning process or cycle offers a variety of entry points. Some school communities, for example, may initially choose to focus on some major goals and objectives and a few key improvement strategies before moving on to vision building and preparing a mission statement. Others may choose to begin with vision building and writing a mission statement before developing school goals. A school community can choose an entry point that is compatible with its readiness to plan, and its strengths, needs, and interests.

A variety of communication strategies and the evolution of planning and reporting over time are explored in the final sections of the document. Appendices, reporting templates, and reference lists provide detailed resources for further related information.

Manitoba Education, Citizenship and Youth's commitment to effective school-based planning and reporting is reflected in departmental support, resources, workshops, and professional conversation. The reporting requirements for 2003–2005 are listed below.

	School Plans	Division/District Plans	Student Services Plans
➢ Report to the Community	➢ All schools report in writing to their communities by the end of the school year and copy their Report to the Department.	➢ Divisions/districts report to their communities at the end of the school year.	➢ Student services plans may be included in division/district reports to their communities. ➢ Policies, an annual needs survey, and comprehensive list of services are expected to be available to stakeholders upon request.
➢ Report to Manitoba Education, Citizenship and Youth	➢ All schools submit a report on their school plan — collated by the division/district. ➢ The Department collects a provincial sample of Annual School Plans for review. ➢ Reports and plans are due to the Department by Oct. 31.	➢ Divisions/districts submit their School Division/ District Planning Report to the Department. ➢ Reports are due to the Department by Oct. 31.	➢ All divisions/districts submit their School Division/District Planning Report with student services plans (integrated within the Division/District Plan). ➢ Reports are due to the Department by Oct. 31.

Please refer to: <http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html> for regular updates for reporting requirements.

Section 1:
Setting the Stage

SECTION 1: SETTING THE STAGE

Overview

School-Based Planning

School-based planning allows individual schools to respond to the unique needs and strengths of the communities they serve.

Schools create Annual School Plans and, from those plans, create a report that summarizes key activities and results.

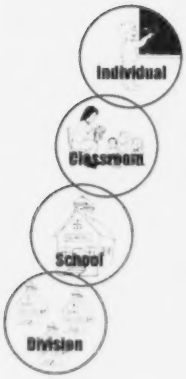
School planning and reporting should be understood within the context of planning and reporting at all levels. At its most effective, linkages among all levels increase efficiency and enhance communication. For instance, the priorities and plans from the Department and the division provide a broad picture of important issues. Schools, in turn, inform the division and Department, identifying many of the same issues and related activities from the school-level perspective in the Annual School Plan, School Planning Report, and Community Report. Efficiencies occur when all stakeholders plan, communicate, and report in conjunction with each other.

The Department reviews the Student Services, School, and Division Planning Reports to assist in provincial planning. A provincial sample of Annual School Plans is also annually reviewed.

The priorities and plans that arise from classroom or individual student planning are most effectively addressed when they are accommodated in the School Plan. In a complementary way, classroom and individual student planning takes into account the priorities of the school and the division as a whole.

School Planning Reports help schools focus on their implementation plans while helping the province to determine emerging priorities and to evaluate progress on its current priorities. Just as divisions/ districts use School Plans to assist them in responding to educational priorities, the Department uses School Planning Reports and Division Planning Reports as important sources of information in its own planning. All School and Division Planning Reports are reviewed annually.

Benefits of School-Based Planning



The benefits of school-based planning and reporting include a systematic process for identifying, monitoring, adjusting, evaluating, and communicating school activities that enhance

- student achievement
- school improvement
- responsibility
- accountability

Planning is an integrated process that involves a variety of levels of involvement. Just as effective teaching involves planning learning activities, locating resources, determining assessment and evaluation strategies, and anticipating reporting prior to the onset of teaching, school planning follows the same process within a wider domain.

School-based planning examines challenges and choices.

Effective school-based planning asks and answers questions about educational purpose. It allows school communities to create and develop or rethink and reconsider underlying philosophies and perspectives about education and schooling. School-based planning allows school staff, students, parents, and community members to examine the challenges and choices the school faces.

School-based planning helps school communities to

- identify priorities and outcomes that enhance the success of all learners
- modify current programming, strategies, and initiatives to improve results
- identify desired results that are currently not being addressed
- develop programming for delivering new results for new purposes
- address how various services and programming will support school-wide priorities

Reporting on the evolution of the School Plan provides critical communication with individuals who can assist in the success of the plan.

Numerous studies have examined the effectiveness of school-based planning. The overall evidence suggests that although collaborative school-based planning can have its share of problems and frustrations, it offers many benefits when done appropriately.

School-based planning promotes effective learning environments.

Collaborative school-based planning promotes the development of an effective learning environment. It creates

- consensus among partners about educational purpose and direction
- improved communication among staff
- heightened staff and student morale
- effective relationships among school staff and parents, and increased parental and community involvement
- greater teaching effectiveness
- greater overall acceptance of change
- effective approaches to discipline issues
- better co-ordination of programming and services between grades and across disciplines
- effective relationships with external agencies and organizations (e.g., social services, local businesses, and seniors' groups)
- greater awareness of a school community's strengths and weaknesses
- effective and efficient use of resources, including time

School-based planning promotes reflection and responsibility.

A benefit of school-based planning is the increased attention to reflection on implementation plans and an increased sense of responsibility among all individuals involved in the planning.

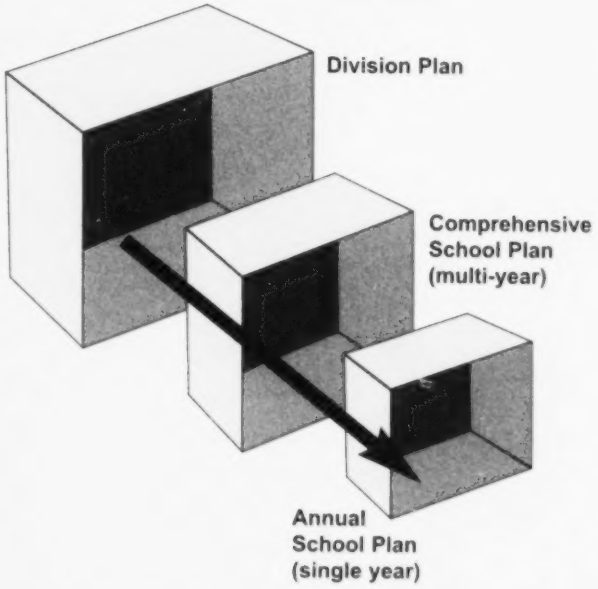
The interrelationship among focus, reflection, and collaboration contributes to a shared clarity of thought, direction, and purpose, and it helps planners to learn from the past. This, in turn, enhances the identification and future accomplishment of new plans. The collaboration component encourages sharing and knowledge from a variety of sources.

The Division Plan, Comprehensive School Plan, and Annual School Plan all flow from the same priorities and processes. Like nesting tables, the Annual School Plan fits within and flows from the broader Comprehensive School Plan, which then fits within and flows from the even broader Division Plan.

"Together, focus, reflection, and collaboration work to create and shape ongoing improvement….Each element of the framework relies on the others. Take away one element, and the structure will collapse; it will stand only when all three supports are present and equally strong."

Conzemius and O'Neill

Figure 1: Flowchart of School/Division Plans



Comprehensive School Plans

A Comprehensive School Plan is a multi-year, written document prepared collaboratively by school staff, parents, students, and representatives of other stakeholder groups, particularly community representatives of Advisory Councils for School Leadership. A Comprehensive School Plan provides a detailed summary of divisional and school priorities, goals, budget over time, as well as issues essential to the day-to-day operation of the school. Most schools keep their Comprehensive School Plan in a binder, since updates are common even though basic information remains constant.

A Comprehensive School Plan includes district/division and school policies, staffing, courses offered, co-curricular activities, transportation, emergency preparedness plans, and building maintenance. Schools sometimes refer to the Comprehensive School Plan as "The Handbook," or "The Policies and Procedures Manual" in cases where plans are combined with information related to school and division protocols and procedures.

A Comprehensive School Plan provides information about all the procedures, policies, staffing, and outcomes of the school over several years, whereas the Annual School Plan and School Planning Report are focused solely on key priorities for a given year.

The sample table of contents below highlights many of the commonplace components of a Comprehensive School Plan. Common elements of an Annual School Plan, extracted from a Comprehensive School Plan, are identified by an asterisk.

Golden Prairie School
Comprehensive School Plan

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*	Golden Prairie School Mission Statement	3
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* Items extracted for Annual School Plan

Case Study: Golden Prairie School

At the January meeting of the planning team, the group reviewed the Comprehensive School Plan to determine which areas of the plan might be helpful to create the information categories for the Annual School Plan.

The group discussed the key issues in the Comprehensive School Plan to determine which could be used as focal points for further research in the current year, which could be seen as ongoing activities that would be considered in "maintenance" mode, and which issues needed immediate planning and action.

The committee designated two members to generate from the discussion a list of next steps to be distributed prior to the upcoming planning meeting.

Focus: Data Analysis and Decision Making

Annual School Plans

An Annual School Plan is the product of a continuous planning process. Similar to the Comprehensive School Plan, it is a written document prepared collaboratively by a combination of community members, parents, students, and school staff. An Annual School Plan reflects a school division's or district's educational priorities and outcomes, goals, and budget for a given year and responds to a school community's unique strengths and needs. It sustains and extends strengths and addresses areas that require change.

The Annual School Plan is intended to guide the development and maintenance of an effective learning environment that includes academically challenging programming that strengthens learning opportunities and outcomes for all students. The plan also serves to communicate key information to parents and community members.

The Annual School Plan helps a school community to articulate

- a clear purpose and direction
- strengths and areas for improvement
- current educational priorities
- priorities and outcomes that are to be monitored and evaluated
- strategies to achieve those priorities and outcomes

Annual School Plans can assist a school division/district to

- gain a better understanding of local school needs
- establish educational priorities and budgets
- identify issues and trends that will affect current and future operations of schools
- communicate/form partnerships with parents and the broader community regarding priorities and plans

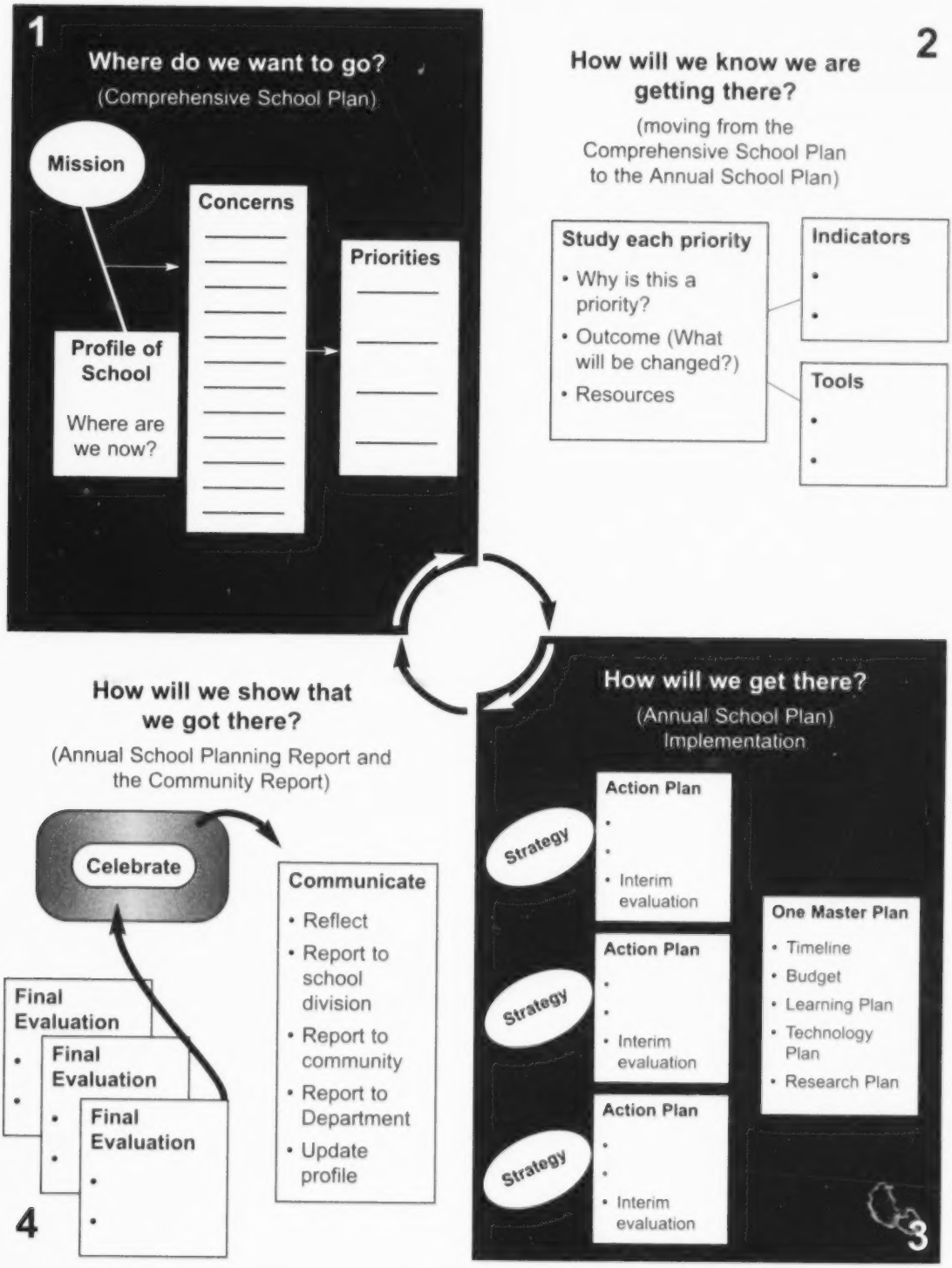
The Annual School Plan is not an end in itself. Once a plan is completed, school staff, with support from parents, students, and community members, begin the challenging task of putting it into practice.

Annual School Planning Reports

While School Plans are created annually, they may reflect a single phase of activity in some outcomes that are part of the Comprehensive School Plan. These activities are usually connected to longer planning processes that may encompass two or more years. Some of the outcomes that are a priority one year may be in maintenance mode in future years, or perhaps in a re-evaluation phase at other times. Like the Annual School Plan, the annual School Planning Report is confined to encapsulating the implementation plan for a single year. Annual School Planning Reports

- summarize the Annual School Plan
- highlight key priorities and outcomes for one specific year
- link outcomes with indicators
- link indicators with data sources (tools)
- link division/district priorities with the Annual School Plan
- link student services priorities with the classroom and Annual School Plan
- link individual and classroom priorities with the Annual School Plan

Figure 2: Continuous Planning and Reporting Process Cycle



Golden Prairie School
Annual School Plan

Table of Contents

*	Golden Prairie School Mission Statement	1
*	Key School Priorities	1
*	Division Priorities	1
*	Linkages to Provincial Priorities	1
	Outcomes Information (previous year)	2
	Results from Previous Year's Outcomes	2
	Current Year's Outcomes	3
*	Strategies for a Supportive, Inclusive Environment	3
*	Professional Development/Administration Activities	4
*	Parental and Community Involvement Initiatives	4

* Items extracted from Comprehensive School Plan

Multi-level, Multi-year Planning and Annual Reporting

Planning and reporting are related, but one cannot replace the other.

Figure 3 (on page 1.11) shows the multi-level planning that affects schools within a given year. Divisional planning assists the school in its own planning. Similarly, the Division Planning Report and the annual School Planning Report are virtually identical in terms of scope and range. Just as planning assists teachers, schools, and school divisions in their daily activities, the planning reports assist the Department in its daily activities. To reduce the amount of duplication that schools and divisions may face when reporting on their planning process, Manitoba Education, Citizenship and Youth created reporting templates (Appendix F, pages A19–A30). Remember, the Annual School Plan is the foundation upon which the report is based. It is not possible to have an effective report that communicates essential information to the community, the school, the division, and/or the Department without first having created an annual plan.

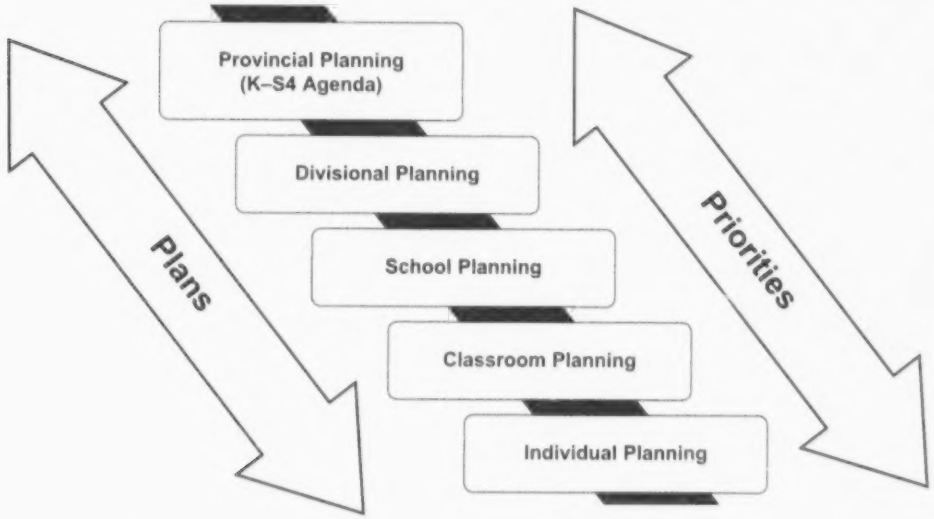
Student Services Planning

Providing a continuum of supports and services is essential for inclusive schools.

Creating a seamless continuum of supports and services to meet the unique needs of all Manitoba students requires effective planning at all levels. Student, classroom, divisional, and provincial profiles inform the planning process for the continuum of support and services. Planning for inclusive schools requires a focus on the needs of all students, especially those with special and/or unique needs. *Supporting Inclusive Schools* is a useful resource for schools developing an effective system of support and services to meet the needs of all children.

Manitoba Education, Citizenship and Youth conducts an annual provincial sample of Annual School and Division Plans to ascertain the depth and breadth of planning across the province. The School Planning Report provides essential information related to planning processes. It does not provide the detail and context required to get a full sense of the factors affecting schools across the province.

Figure 3: Multi-Level Planning



Further Reading

Conzemius, A. and J. O'Neill. *Building Shared Responsibility for Student Learning.* Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

McLeskey, J. and N. Waldron. *Inclusive Schools in Action: Making Differences Ordinary.* Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

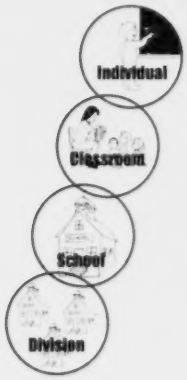
Wells, Gordon (ed.). *Changing Schools from Within: Creating Communities of Inquiry.* Toronto, ON: OISE Press Inc., 1993.

Section 2:
Planning for Inclusive Schools

SECTION 2: PLANNING FOR INCLUSIVE SCHOOLS

Developing and Implementing an Annual School Plan

School Plans are developed annually by a planning team.



This section of the document outlines some planning concepts, primary planning issues, and guiding principles to assist school communities in initiating or enhancing their planning processes.

The information presented here reflects the essential concepts and processes identified in the planning literature. The emphasis is on long-term strategic planning with a focus on creating a clear purpose and direction for a school community. Some of the steps in the strategic planning process, such as vision building or writing a mission statement, need not take place annually. The vision and mission chosen by a school community, however, need to remain open to revision in response to a changing environment.

Annual School Plans address the knowledge, skills, and attitudes that students are expected to acquire before graduation, and the strengths and needs of school communities. Plans also reflect the diversity of student supports, divisional/district priorities, and link to departmental priorities. For these reasons, reporting templates summarizing the planning processes for early childhood achievement, and division/district planning have been included in the Appendices (Appendix F, pages A19-A30). Planning for inclusive schools takes into consideration all levels of planning for all students and staff.

School Plans are developed by a planning team consisting of school, parental, and community representatives. The participation of teachers and representatives of Advisory Councils for School Leadership on the planning team is governed by legislation. The regulations for *The Education Administration Act* state: "A principal must involve teachers in any planning process that is undertaken for the school" (The Education Administration Miscellaneous Provisions Regulation, Section 31) and "An Advisory Council may participate in developing an Annual School Plan" (Advisory Councils on School Leadership Regulation, Section 32[2e]). A school can use whatever planning process complements its administrative style and organizational structure.

Over time, the planning process evolves. As planners begin to collect and analyze information gleaned from needs assessments and other available data, they begin to deepen and broaden the linkages among data, decision making, implementation, analysis, and reporting. The following eight-step chart illustrates the development of the planning and reporting process. While the steps are described sequentially, it should be noted that plans will develop at different rates within and across steps over time, and planning teams may engage in multiple steps simultaneously.

Steps in Planning and Reporting

Step 1: Preparation (Visioning and Identifying Needs)

- forming a planning team (p. 2.7)
- identifying strengths and areas for improvement, monitoring, and/or evaluation (p. 2.12)
- identifying educational priorities (including linkages to divisional and provincial priorities) (p. 2.15)
- selecting strategies to achieve priorities and outcomes (p. 2.16)

Step 2: Identifying Data Sources and Data Collection

- conducting a needs assessment (formal/informal) (p. 2.23)
- identifying data sources and indicator categories (p. 2.22)
- linking needs to available data (p. 2.24)
- selecting and/or creating measurement instruments (formal/informal) (p. 2.19)
- timetabling (creating a schedule for planning, data collection, and communication) (p. 2.21)
- collecting data (p. 2.24)

Step 3: Data Analysis and Decision Making

- identifying priorities and outcomes that emerge from data (p. 2.26)
- writing SMART outcomes based on data (p. 2.13)
- obtaining plan feedback and support (p. 2.21)

Step 4: Drafting the School Plan

- drafting a school mission statement, priorities, profile, outcomes, professional development activities, parental and community involvement initiatives, summary of the budget, detailed outcome information for previous year (p. 3.3)

Step 5: Sharing the Draft Plan and Finalizing the Plan

- checking for comprehensiveness (p. 3.5)
- editing/proofreading (using plain language) (p. 3.4)
- obtaining plan approval by school community and school board (p. 3.6)
- writing the final document (p. 3.5)

Step 6: School Planning Report

- completing the provincial template by summarizing the contents of the Annual School Plan (p. 4.3)
- linking the School Planning Report to the Student Services Report (p. 4.3)
- linking the School Planning Report to the Division Planning Report (pp. 1.5, 4.3)

Step 7: Drafting the Community Report

- creating a Community Report reflecting key outcomes and priorities from the School Plan that are of particular interest to parents (p. 4.6)
- including contextual information such as school mission statement, school profile (e.g., programs, demographics), school priorities and linkages to division/district priorities, parental and community involvement initiatives, summary of previous year's report (p. 4.9)

Step 8: Sharing the Draft Plan and Finalizing the Report

- checking for completeness (p. 4.12)
- editing/proofreading (using plain language) (p. 4.12)
- obtaining plan approval by school community and school board (p. 4.12)
- writing the final Community Report (p. 4.12)
- sharing the document with school staff prior to distribution of the report (p. 4.12)

Preparing to Plan

Shared roles and responsibilities are essential to effective School Plans.

"To achieve a truly inclusive school community, all stakeholders need to have a voice in planning and implementing new directions."

Fisher, Sax, and Pumpian

The preparation and implementation of effective Annual School Plans are shared responsibilities. School principals take the lead in organizing and implementing School Plans. They involve school staff, parents, and community members in an ongoing, active, collaborative process to develop the plans. Students may also be invited to participate. Principals are responsible for submitting plans to school boards for review and approval, and for ensuring that key elements of the plans are communicated to all parents and to community members. Throughout the planning process, principals maintain an open line of communication between the school and the board office and ensure that divisional and district priorities and concerns are reflected in School Plans. Principals are also responsible for submitting School Planning Reports to the Department annually. A provincial sample of Annual School Plans, upon which each School Planning Report is based, will be reviewed annually.

Principals seek representation on the planning team from the community. Advisory Councils for School Leadership, representatives from school committees, parent councils, Healthy Child initiatives, and/or Home and School Associations are excellent sources for representation. Parents and community members who do not sit on an Advisory Council for School Leadership or a parent council may direct their ideas and concerns through a council representative. Where no form of parent council exists, principals solicit involvement from the general community to assist with planning.

To prepare and implement meaningful plans, school communities require the support and commitment of school boards. Boards review and approve Annual School Plans to ensure that they can be implemented. Divisional and district staff support the planning process by helping to identify educational priorities and by leading or coordinating planning activities.

The school principal is the co-ordinator of the planning process, responsible for organizing and implementing the School Plan. Planning needs to begin early, with an eye to inviting broad participation and diverse points of view, considering issues such as team formation, orientation, mandate, and time expectations.

To aid in time management for planning, a blank monthly planner, a sample of a completed monthly planner, and a generic timeline are displayed in Appendix E.

Team Formation

"Change—no matter how positive the outcome—cannot be imposed from above. Those who will feel the impact of the change must be involved from the beginning."

SREB (1995)

The formation of a planning team is a particularly successful method for initiating, implementing, monitoring, and revising plans. A team helps to identify, clarify, and balance the concerns of many people and groups. For most effective group dynamics, limit team size to eight to ten members. Some teams maintain a smaller size (five to seven members) but hold open meetings for everyone to attend. This approach helps to ensure that everyone who has an interest in participating is part of the process.

Involving key partners on the planning team, particularly people directly affected by a planned initiative, should happen immediately to give people the ownership that is critical to the sustainability and success of the plan. This success is unlikely to happen if people feel no control over the change affecting them.

Invitations to participate on a planning team may be extended to every member of the school staff and to the representatives of Advisory Councils for School Leadership or the Parent Council. These stakeholders may also be provided with opportunities to be involved in the planning process in other ways. Participants, for example, could join one of the various subcommittees that are routinely formed to assist in the planning.

Self-selection or election by a majority is preferred to an appointment by a principal. Generally, an already established working group, such as a professional development committee, is not designated as the planning team. Also avoid forming separate planning and implementation teams. Allowing individuals who are responsible for implementation to assist in planning their own activities is one of the best ways to foster accountability and commitment.

Potential Team Members

When considering the planning process, include divisional staff, teachers, counsellors, students, parents, and others who may aid the planning team, such as people from cultural associations, the business community, health agencies, and so on. Other potential members might include

- department heads/chairpersons
- school administrators
- other school staff
- parent representatives
- community members

This list is in no way exhaustive and there are likely other partners that schools could include as part of the core planning team because they fit into a unique school or system context.

Team members do not necessarily attend planning meetings. For instance, student input can be achieved through committee representation at the Senior Years, through student voice or surveys at the Middle Years, and through classroom discussions at the Early Years.

Student input may be obtained in a variety of ways, dependent upon age and stage of development.

Being as inclusive as possible is especially critical at the outset so that a variety of perspectives inform the plan and essential supporters immediately opt in because they feel part of the process.

Tip: Identify key planning team members to communicate progress to subcommittees.

When forming subcommittees, have one member of the planning team take responsibility for opening lines of communication among the various groups within the school community (e.g., parents, classroom and resource teachers, counsellors, and students). The planning team will have ongoing discussions with the school community throughout the planning process.

Inviting active, participatory partnerships in the planning process

- promotes sincere discussion and debate
- fosters commitment within the school community
- provides a more accurate representation of school community issues

Throughout the planning process, planning teams will be challenged with the task of reaching consensus both within the team and within the school community. In situations where the team cannot reach consensus, the process needs to continue to move forward while the team tries to obtain the highest possible level of agreement.

Team Considerations

Listed below are four key considerations to keep in mind regarding what may affect the team and its ability to carry out effective planning.

- **Timing:** Planning and reporting are processes, not events, and the team should approach them as processes requiring time and patience.

  At the start of each process, team-building activities help to ensure that individuals "buy-in" because they see themselves as a valued part of a team engaged in a clearly outlined process to accomplish something worthwhile.

Tip: Identify one key person to lead and motivate the planning team.

- **Risk Taking:** The team is more effective when it is supported as it takes the risk of engaging in planning and reporting processes that will be new to some people and that may require movement out of a comfort zone. This support should be built in at the organizational level.
- **Leadership:** Strong leadership plays a critical role in the success of any organization or initiative.

  Research on school improvement has clearly revealed that having a key person in place to keep things on track and moving forward effectively is absolutely essential for the successful accomplishment of a plan.

  This key person, whether it is the principal or someone else, broadens the base of leadership so that there is shared commitment to keeping a plan or initiative going even if a key person leaves.
- **Capacity Building:** A collaborative culture helps to develop leaders who can then generate commitment to continuous school or organizational improvement.

Team Orientation

Effective team functioning requires that members understand

- the function, purpose, and priorities of the team effort
- their roles, responsibilities, and tasks as part of the team

The orientation process provides team members with opportunities to ask questions, discuss planning and change processes, clarify their roles and responsibilities, and establish ground rules or guidelines to assist them when meeting as a team. It also identifies benefits of planning for the school staff, students, parents, and community relative to the effort involved. Providing team members with the opportunity to acquire team-building skills can strengthen team effectiveness.

Team Mandate

The team's mandate requires clarification at the start of the planning process. Team members need to be clear about what decisions, if any, the team can make on its own and when it will prepare recommendations for others to approve and carry out.

Time Expectations

The team should be clear and explicit about how much time team membership is likely to consume. Agreement to participate should be based on a clear understanding of the number of meetings anticipated, the length of meetings, and the responsibilities to be carried out between meetings. The amount of time required to prepare a plan and implement it successfully is usually underestimated. Periodically check agreements on time commitments to determine whether adjustments are needed. Failure to do this is a source of frustration in many team efforts and undermines the quality of the planning process.

Setting intermediate deadlines helps ensure that planning is completed as scheduled. This is especially important when subcommittees are working on different sections of the plan. Time is needed to circulate drafts for comments and revisions before submitting the final version. If plans are not reviewed carefully, important questions and issues may be overlooked.

Vision Building

"The real voyage in discovery consists not in seeking new landscapes but in having new eyes."

Marcel Proust

A vision statement is a clearly written description of a shared dream or image of what a school community should or could become at some future point. An effective vision is broad enough to include all students and reflects the values of the school's community.

To build a vision, a planning team initiates various concurrent activities that include

- arriving at a statement of beliefs
- collecting and analyzing data from sources outside and inside the school to assess current results, determine trends over an extended period, and identify desired results
- identifying the key factors that are critical to developing and maintaining an effective, caring school environment

Statement of Beliefs

The beliefs of team members and the groups they represent are identified and examined from various perspectives. The purpose is to provide the school community with opportunities to create and develop or rethink and reconsider

underlying philosophies and perspectives about education and schooling. The statement of beliefs that the team arrives at helps to establish the foundation for the school culture.

Priority Identification

Members of the planning team also place in priority order those factors they consider to be most crucial for the development and maintenance of an effective, caring school environment. Identifying these factors

- establishes items that must be given highest priority
- focuses planning efforts and resource allocation

Phases of the Planning Cycle

- Initiating
- Implementing
- Consolidating
- Renewing

The efficacy of school planning teams evolves over time. Although every team is unique, the same pattern of development emerges. All teams move through the phases of initiating, implementing, consolidating, and renewing. For some teams, this movement is rapid and smooth; for others, there is a steep learning curve that requires patience and time.

Initiating Phase

As school planning teams become more familiar with the planning and reporting process, they begin to broaden and deepen their activities.

Many first-time planning teams experience similar trends during their process. Called the 'initiating' phase of planning, these teams are creating the foundation upon which future planning and reporting will rest. Their attention is primarily focused on

- defining the school mission or visioning for the upcoming year
- collecting evidence for baseline data (this often includes samples or environmental scans of their school community)
- setting priorities within limits that are manageable within a short time frame
- building commitment to the planning and reporting process

Implementing Phase

Teams in the 'implementing' phase of planning development have already established baseline data related to their planning. Their attention is divided between the previous year's planning and reporting work and the current year's activities. They are often involved in

- refining the school mission or visioning for the upcoming year
- collecting evidence related to specific priorities on an ongoing basis
- establishing protocols for analyzing the effectiveness of plans, and creating a format for the Community Report
- familiarizing the community with annual Community Reports

Consolidating Phase

The 'consolidating' phase of team planning goes much deeper and more broadly into setting priorities, developing outcomes, establishing indicator categories, and reviewing the results of previous plans to assist in the creation of the current year's planning and reporting. Teams are

- asking essential questions
- using data to support decision making and future planning
- revising plans to establish in-depth, essential baseline data
- reporting baseline and results data to the community, using an established format

Renewal Phase

The final stage in team planning is known as the 'renewal' stage. The keynote to this stage is a focus on

- renewing vision statements for future activities
- enhancing effective processes and refining tools for positive change
- supporting and mentoring new team members and other teams in planning and reporting
- reporting results data in an established format that has become familiar to the community

It is important to note that as the planning and reporting process becomes more developed over time, the communities to whom the schools report also become more familiar with the process and anticipate the style and type of communication contained within the annual Community Report.

Figure 2 (on page 1.9) provides a visual representation of the planning process at its earliest stages. Key questions that steer the planning committee towards essential priorities, outcomes, activities, and evaluation are included in the figure, as are the reporting aspects of the process.

Developing Priorities, Outcomes, and Strategies

Developing Priorities and Outcomes

The planning team, with support from subcommittees and an organizational leader, establishes priorities, which essentially are broad outcome statements such as "an improved school climate" or "greater parental involvement." The team also develops specific outcomes that detail the exact components of each priority and the strategies to be used to achieve the outcomes by identified target dates.

Priorities and outcomes reflect the school's mission statement, and link to divisional/district and departmental priorities. They are also based on the data that were collected and analyzed during the development of the vision statement.

A well-written outcome communicates the same intended outcome to everyone who reads it. Each outcome specifies

- who will be affected
- what is to be learned or accomplished
- when it will be learned or accomplished
- how it will be measured or observed

Similar to individual planning and classroom-based planning, some outcomes will have long-term schedules and some will have short timelines. In general, long-term outcomes for schools and divisions/districts are stated in three- to five-year terms, and short-term outcomes are stated in terms from several months to a year or less. Whereas some outcomes may be new for a school, others may be ongoing. Remember, schedules for outcomes may be multi-year, but reporting is done annually. Regardless of the type of outcome, each is written in specific, measurable (observable), achievable, relevant, and time-related (SMART) terms. Using the SMART strategy from the inception of planning to the completion of reporting helps to focus the process. **Priorities and outcomes should focus on changes over which the school community has control.**

Below are two examples of short-term outcomes with differing degrees of detail, using the SMART format.

- By the end of June 20--, the school will have developed a school code of conduct that incorporates positive behavioural management.
- By the end of June 20--, at least 80 percent of the girls in Grade 7 will have mastered the essential mathematics learning for their grade level. Year-end grades of 70 percent or higher will be used as evidence that the outcome has been reached.

SMART Outcomes

Specific

Data are only as good as the questions being asked. Outcomes are stated as *specifically* as possible to increase the certainty that efforts are successful.

Measurable (observable)

Ensure outcomes are defined in a clear and measurable (observable) fashion. How can the school evaluate what it is looking to achieve?

Achievable

Ask: "Is this outcome realistic? Is it feasible to *achieve* it in a given amount of time?"

Relevant

Improvement requires a constant conversation with the community. Ensure the outcomes/priorities are *relevant* to all education partners. Ask: "Does the outcome address what needs to be learned/accomplished?"

Time-related

When will the outcome be accomplished?

It is easy to misconstrue SMART format outcomes as necessarily quantitative outcomes. There are two main schools of thought when it comes to outcome development and data collection.

"It is the choice of indicators and the quality of their expression which then determines the success of both the implementation and evaluation of our targets."

Ruth Sutton

One school of thought contends that unless outcomes are quantitative in nature, they are neither valid nor reliable. People adhering to this school of thought tend to discount qualitative and intuitive data and prefer to count the number of occurrences of a certain indicator and check for change. They tend to have more faith in statistical measures and quantifiable comparisons.

The other school of thought views statistics and quantitative measures skeptically. The people adhering to this school of thought worry about the misuse of data, particularly numbers related to test scores, averages, or quantifiable comparisons.

The debate over qualitative and intuitive versus quantitative measures in outcomes will undoubtedly persist. Alleviating the concerns of both schools of thought is a simple matter. Creating a balance of qualitative, intuitive, and quantitative measures in outcomes and indicators, and focusing on the data rather than the method of collecting the data, helps immensely. The tables on pages 2.17–2.19 list a variety of types of data to assist schools in balancing their data sources.

Combine qualitative, quantitative, and intuitive data to create balanced information.

For instance, if one school outcome focuses on reducing the incidents of bullying on the playground, a combination of qualitative and quantitative measures could be used:

- disciplinary reports (number increasing/decreasing = quantitative; severity of incident = qualitative)
- playground atmosphere (number of students surveyed indicating feelings of safety = quantitative; playground observations = qualitative)

Using data to inform the inquiry process improves schools.

Remember, it is the use of data and not the data sources themselves that are subject to misuse. Using data as motivation results in distortion and distrust. Using data to inform the inquiry process improves schools. It is the process of reflecting on specific data in a meaningful, logical way that allows for data-informed decision making and responsible planning.

Figure 4: Balancing Qualitative and Quantitative Indicators and Data

Figure 4: Adapted from Sutton, R. *School Self Review: A Practical Approach.* Salford, UK: RS Publications, 1995.

Identifying Data Sources and Indicator Categories

Indicator Categories

Indicator categories are broad groupings of information that enable schools to measure the success of a program/initiative in meeting outcomes.

Some examples of common indicator categories include

- Student Graduation/Program Completion
- Student Achievement/Expectations
- School Climate
- Student Engagement
- Curriculum
- Parental Involvement
- School Leadership
- Student Services

While developing outcomes for a school plan, the planning team considers how the outcomes link to priorities and how to determine whether the outcomes have been achieved.

Indicator categories are the first step toward identifying outcomes for improvement. Four samples are illustrated in the chart on the following page.

Start by creating the indicator category.

Ask: "What are the general areas in which change will occur?"

Indicators are observable and measurable signposts that show progress in outcome achievement.

Next, identify the more specific indicators. Ask: "What specific components of the general area will be affected?"

Indicators are observable changes or indications that change is occurring. To be most helpful, indicators must be specifically linked to the outcomes. The outcome will provide very specific descriptions that allow (intuitive, qualitative, or quantitative) measurement of results. Using the SMART technique for both indicators and outcomes is useful.

Table 1: Preparation for Identifying Indicators

Identified Area of Improvement	Indicator Categories for Current Year
"Improve reading skills"	• Increased vocabulary • Recognizing main idea • Drawing conclusions • Making inferences • Decoding new words
"Improve analytical thinking skills"	• Increased complex problem solving • Evidence of gathering information • Organizing information • Generating ideas • Synthesizing elements • Evaluating outcomes
"Improve school climate"	• Increased trust between families/students and school • Reduced number of threats/harassment • Increased number of families/students at school events • More students involved in co-curricular activities
"Increase inclusion of students with special needs"	• Improved differentiation of instruction at the classroom level • Increased use of Classroom Profiles • Strategic and timely placement of Educational Assistants • Collaborative review and creation of Individualized Educational Plans (IEPs) • Timely meetings with parents to create IEPs

Tip: Planning should occur with evaluation in mind.

A team should not wait until it has finished the School Plan to think about evaluation. If evaluation strategies are built into the plan early, the team will have a better appreciation of the effectiveness of programming and activities. Evaluation plans need not be elaborate; however, they should ensure that a variety of information sources are used to obtain various types of information about the strengths and weaknesses of new and established programming and activities.

The two tables on the following pages offer a wide array of data sources that assist in outcome-based planning.

Table 1: Adapted with permission of Quality Leadership by Design, LLC (2001).

Types of Data

Student Learning

Performance Assessments

- Portfolios
- Exhibitions
- Report cards
- Course enrolments
- Promotion/retention rates
- Graduation/drop-out rates
- Credit acquisition
- Post-secondary activity (graduation follow-up)

Test Results

- Teacher-made
- Standardized (commercial)
- Provincial standards tests
- Divisional tests

Demographic

- Attendance patterns
- Graduation/drop-out rates
- Student migrancy
- Exit surveys (for non-completers)
- Vandalism
- Community/student/staff/parental involvement
- Discipline incidents
- Staff mobility

Process

Professional Development

- Participation rates
- Topics
- Frequency
- Level of implementation

School Organization

- Class size/pupil-teacher ratio
- Scheduling
- Behaviour codes
- Support services
- Community/student/staff/parent involvement
- Communications
- Facilities/technology

Curriculum/Instruction/Assessment

- Variety of instructional strategies and assessments
- Differentiated instruction
- Inclusion/special-needs accommodations
- Consistency across grade levels
- Curriculum expectations

Resources

- Decision-making for allocation, distribution across grades/subjects, variety

Staff

- Experience, qualification, certification

Perceptual

Student Attitudes/Satisfaction

Parent Attitudes/Satisfaction

Staff Attitudes/Satisfaction

Community Attitudes/Satisfaction

- Surveys
- Interviews
- Focus groups
- Comments/discussions
- Newspapers/newsletters
- Community reports

Progress on School/Division Priorities

Indicators and outcomes as specified in the existing plan

Tip: Monitor progress on outcome results regularly throughout the year to allow for necessary plan adjustments.

Types of Data: Adapted with permission from MSIP Development Phase Training: *From Data to Action – Session III.*

Data to Support School Improvement

Framework (indicators)

Focus on Student Learning, Curriculum, and Instruction

Students

- Successfully complete courses
- Graduate
- Participate in school activities
- Feel connected to and supported by teachers
- Are interested in what they are learning
- See what they are learning as relevant
- Are motivated to learn and proud of accomplishments

Teachers

- Use a variety of instructional and assessment strategies
- Differentiate instruction
- Believe all students can learn and be successful

Reach out...to mobilize involvement

Staff and Students

- Believe students have a voice in school decisions that affect their learning or their lives

Teachers

- Believe students have a voice in school decisions that affect their learning
- Are committed to school improvement
- Enjoy their work

Parents/Guardians

- Believe they have a voice in school decisions that affect their children
  Examples:
  - All constituent groups are actively involved in school improvement initiatives
  - Staff identify a range of people/groups involved in leadership activities
  - The school has formed partnerships or alliances with the community

Look in...to build internal capacity

- Data are collected from multiple sources and used in planning
- Specific times are set aside for reflection and planning
- School vision or mission, priorities, and outcomes are clearly articulated and coherent
- Teachers actively support the identified priorities and outcomes
- All constituent groups believe the atmosphere is conducive to learning
- Teachers work together on a variety of levels
- Teachers indicate they are interested in new ideas and in learning new processes
- Professional development opportunities related to the school priorities and outcomes are built into the school plan

Data

Student Learning

- Is how students are performing at any point in time
- Communicates the degree to which students have acquired specific knowledge, skills and attitudes
- Is measurable
  Examples:
  - Test results: teacher/school/division/provincial
  - Performance assessments: portfolios, exhibitions, report cards, graduation rates, credit acquisition

Demographic

- Provides understanding of students and their unique needs
- Identifies factors to be considered when making decisions about classroom/school/division priorities
  Examples:
  - Attendance patterns, graduation/drop-out rates, parental involvement, external agency involvements

Process

- Information related to the school/division's efforts to enhance student achievement
- Helps staff form decisions re: curriculum, instruction, assessment
- Information related to the school/division planning processes
  Examples:
  - PD: participation rates, levels of implementation
  - School organization: class size, behaviour codes, community involvement, student/parent involvement
  - Curriculum/instruction/assessment: differentiated instruction, inclusion/special needs accommodations
  - Resources: allocations
  - Staff: experience, qualifications, certification

Perceptual

- What students, teachers, parents and the community think about the school/division
  Examples:
  - Surveys, interviews, focus groups

Data to Support School Improvement: Adapted with permission from MSIP Development Phase Training: *From Data to Action – Session III.*

Measurement Instruments and Data Collection

After identifying and agreeing upon the appropriate data sources, it is time to select or create the measures needed.

Remember: Most (if not all) of the information required will likely come from existing measures and data.

Common Forms of Instruments

Questionnaires

Advantages

- Several aspects of the program on one measure can be probed
- Candid, anonymous comments and suggestions can be collected if space is provided for comments
- Questions are standardized for all respondents
- Questions can be designed as selected response for quick, machine scoring
- Respondents are given time to think

Limitations

- Not as flexible as interviews
- People often express themselves better orally than in writing
- Responding is often tedious and people forget to return questionnaires
- People may give "socially desirable" responses
- Literacy is required
- Depth of information sometimes sacrificed for breadth

Interviews

Advantages

- Can be done by phone at times that are convenient to respondents
- People who can't read or write are able to answer
- Can be conducted in respondents' native language
- Flexibility allows for unanticipated lines of query
- Allows for depth; responses can be probed
- Persistence can yield high return rates

Limitations

- Time-consuming; costly
- Possible for interviewer to (consciously or unconsciously) influence responses
- People may give "socially desirable" responses

Observations

Advantages

- Can use required observation (such as teacher evaluation) for other purposes
- Observers can see what teachers or others actually do, not what they say they do

Limitations

- Time is needed to develop observation, to measure and train observers
- Presence of observers may influence classroom behaviour
- Time needed to conduct a sufficient number of observations
- Scheduling problems

Performances

(e.g., essays, demonstrations, projects, performances [music, dance, drama, speech, et cetera])

Advantages

- Provide actual sample of student work
- Can provide "diagnostic" information about student performance and about instruction
- Available for all subjects (unlike standardized tests)
- Credible method for assessing complex skills and processes
- Contextualized and relevant to real-life situations

Limitations

- Criteria for judging must reflect subject matter standards, and yet be understandable and usable by all
- Many samples are needed to draw conclusions about one individual; classrooms/school inferences require fewer samples
- Scoring process is time-consuming
- Finding scorers may be difficult given the time commitment to training and scoring

"Start small, don't overwhelm staff with a 'data dump.'"

Brian Benzel,
Superintendent,
Spokane WA

Table 2: A Guide to Data Sources

Objective	Appropriate Types of Data Sources
Analyze/assess system health and capacity	• Surveys; student behavioural indicators; graduate follow-ups; rates of participation in specific courses; provincial standards test data over time
Make curricular and instructional modifications at the individual/ classroom/grade level	• Customized, teacher-developed assessments; district, school, and grade-level rubrics; performance tasks; observations; grades; resource teacher, counsellor/clincian reports; unit quizzes/tests; interviews; portfolios
Make resource allocation decisions	• Surveys; grades; retention/success patterns; program evaluations; clinical reports; IEP/BIP evaluations; teacher observation sheets
Focus on the needs of a specific targeted group of learners	• Surveys; grades; retention/success patterns; program evaluations; resource teacher/counsellor/clinician reports; teacher observation sheets
Target staff development	• Strategic plan; school goals; School Plan indicators; trend analysis; surveys
Make improvements that affect individual student learning	• Customized, teacher-developed strategies; division/school/grade-level rubrics; performance tasks; observations; grades; unit quizzes and tests; running records; written and oral retellings; portfolios; interviews

Table 2: Adapted with permission of Quality Leadership by Design, LLC (2001).

Case Study: Golden Prairie School

February 20: Principal Miller coordinated the planning process by forming a school planning team. He invited 10 people to participate. Eight people agreed to join the planning team: two teachers, one advisory council member, one member of the Chamber of Commerce, the student council president, the principal, one school trustee, and one parent.

March 10: Professional Development Mini-Session Topic: Developing Priorities, Outcomes, and Strategies for Effective School Planning. Following the session, staff created priorities, outcomes, and strategies for the upcoming Annual School Plan for Golden Prairie School.

Focus: Preparation (visioning and identifying needs)

April 2: The planning team met to decide how many times they would meet, what responsibilities there would be, and when the planning team would be dissolved. The team wrote a preliminary vision statement to help guide the planning.

The vision statement was:

> *Golden Prairie School is a safe school where all students are part of a caring community focused on the pursuit of excellence and good citizenship.*

April 3: At a staff meeting, Principal Miller shared the activities of the planning team and distributed the February priorities, outcomes, and strategies that staff had created. In small groups, the staff refined the ideas and selected key priorities for consideration in the School Plan for next year.

Data Collection and Analysis

"Don't rush headlong down the path to collect data and enforce accountability before bringing on board all the people needed to make the new initiative work. Talk. Listen. Build consensus about what is most important to do. Otherwise, you might find yourself out in front—with no one behind you."

American Association of School Administrators

Collecting and analyzing data from multiple sources outside and within the school helps to determine how well the school is currently functioning and to identify trends and issues that will affect the current and future operation of the school. Data also assist in confirming intuitive knowledge. For instance, sometimes educators 'know' the educational environment has been improved, but there is no evidence to support that knowledge. Data assist schools in providing information that proves that what is thought to be true is in fact true.

Data are information sources. Data do not need to be stacks of papers, print-runs of numbers of similar survey responses, or histograms of trends over time based on historical documents. Data can be something as simple as a compilation of anecdotal comments or a series of recurring comments from parents on student report cards. Too often, people unwittingly complicate simple situations in their attempt to collect and analyze valid data. Below is a sample of complex and simple data-collection techniques for the same indicator category.

Indicator Category	Simple Collection	Complex Collection
School atmosphere	• Positive comments • Advisory council minutes • Staff meeting minutes • Participation rates	• Survey of staff • Survey of students • Discipline reports • Portfolio analysis

Remember, data are merely sources of information. With multiple sources and types of data, it is easier to get a clearer perspective of any given situation. The figure below illustrates general categories of data.

Figure 5: Moving from Data to Information

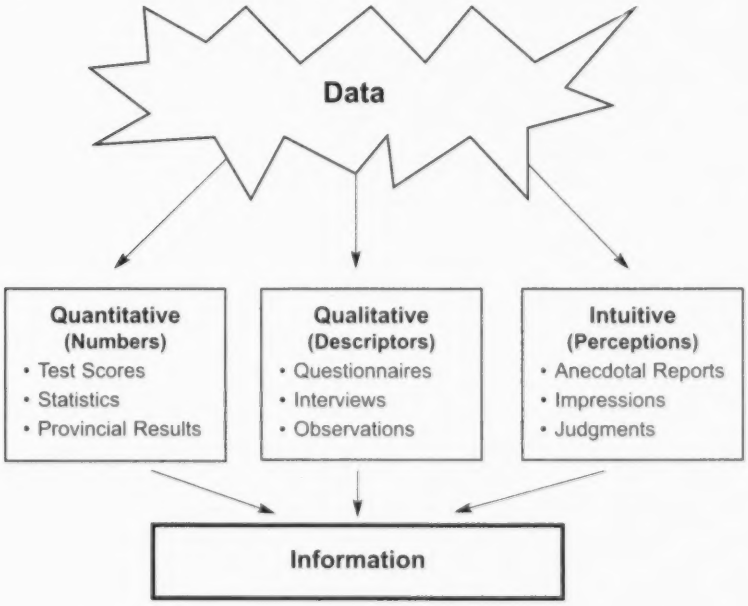


Figure 5: Adapted with permission of Quality Leadership by Design, LLC (2001).

A needs assessment is a systematic process of collecting and appraising facts and opinions.

As good planning is guided by sound, meaningful information, conducting a needs assessment early in the planning process is also a worthwhile activity. A needs assessment is a systematic process of collecting and appraising facts and opinions and developing consensus about a school's current situation. It helps the planning team to identify gaps between current and required or desired results, to rate these gaps in order of priority, and to identify those that are most important. Such gaps could potentially be identified in areas of professional development, student behaviour, or student achievement.

A needs assessment can rely on various types of easily attainable information, including

- school records and administrative information (e.g., student attendance and student retention and graduation rates)
- student achievement data (e.g., student portfolios and test scores)
- staff, student, and parental attitudes and opinions obtained by surveys or focus groups

Case Study: Golden Prairie School

April 28: The planning committee met to consider the combined suggestions for priorities, outcomes, and strategies. It recorded selections for pre-existing as well as new data sources that were required for the priorities.

One of the priorities from the September meeting (i.e., "reduce incidence of bullying") was too vague and needed to be linked to departmental and divisional priorities. They wanted outcomes to be in the SMART format. By the end of the meeting, the committee had reconfigured the priority, outcome, and strategy.

Original priority: Reduce incidence of bullying

Revised priority: Link policy and practice to research and evidence

Original outcome: Bullying on the playground will decrease.

Revised outcome: By the end of June 2004, 75 percent of all students in Grades 3–6 will demonstrate 75 percent of the skills and outcomes in *Steps to Respect: A Bullying Prevention Program.*

Original strategy: Teach students about anti-bullying through the *Steps to Respect* program.

Revised strategy: Teachers will review and plan the lessons in the *Steps to Respect* program at the September staff meeting. Grades 3–6 classroom teachers will teach the program outcomes to classes for two periods per six-day cycle until the conclusion of the program, and 'refresher lessons' will occur intermittently throughout the year.

Focus: Identifying Data Sources and Data Collection

Data Analysis and Decision Making

"We live in a society that is data rich and information poor. While data are not information; translating fact to understanding means relating data to something you already know and can visualize."

Robert H. Waterman

Begin by having "data discussions" with your planning team. It is always more effective to involve others in analyzing data.

Next, organize data by outcome. The table below shows one way to align data with outcomes.

Look across data sources for any interesting trends, similarities, and/or differences. Try to compare results with a similar group or an appropriate norm group.

Comparing data to show evidence of trends can be misleading. Ensure that the patterns observed are patterns that link directly to previously identified variables.

In other words, use caution. Remember that data without context can be misleading.

Table 3: Data Organized by Outcomes

Outcome—Example 1	Data—Example 1
We want to establish a baseline for our students with respect to reading comprehension and reading skills, then next year we will begin to gauge which student reading levels have increased.	1. Samples of student test results 2. Student transcripts 3. Student report cards

"Not everything that counts can be counted. And not everything that can be counted, counts."

Albert Einstein

Examples of Commonly Available Data Sources

General Information about Students

- Enrolment records (enrolments, transfers, and dropouts)
- Daily attendance records
- Student records (demographics, extracurricular activities)
- Transcripts (course enrolments and levels, credits earned, grades)
- Student portfolios
- Standards tests results
- Exit exams
- Counselling activity reports (e.g., bullying programs, anger management programs)
- Disciplinary action reports
- Employer evaluations (co-op placements)
- Student survey results
- Post-secondary enrolment

General Information about Teachers or Administrators

- Teacher certification levels, staff development activities, continuing education credits
- Retention levels
- In-service reports

School-Level Information

- Funds/expenditures per pupil
- Reports prepared for or by the district
- Partnerships with post-secondary institutions/businesses/other
- Drop-out/retention and completion rates
- Student-faculty ratios
- Number of students
- Students using IEPs and requiring adaptations
- Variety of adaptations and IEP meeting outcomes

Department Level

- Provincial outcomes report
- Literacy and numeracy report

National Level

- Statistics Canada (PISA, YITS, EDI, NLSCY)

Parent and Community Involvement

- Surveys (of teachers, students, parents, employers, community members)
- Interviews and/or focus groups
- Information to/from parents
- Teacher observations/checklists
- Teachers/student logs/diaries
- Records/logs of contacts (to parents to introduce teacher, to update on student progress, meetings with parents, et cetera)
- Record of obtaining language translators when required
- Record of parent volunteers
- Homework website use
- Attendance sheets for decision-making meetings
- Information provided to families about community services
- Record of service to community by students
- Alternative assessments

Case Study: Golden Prairie School

At the May meeting of the planning team, the group began compiling the information categories for the Annual School Plan.

The team collected the school mission statement, the school profile, the school budget, and the school priorities. Analysis of data regarding the four school priorities and their outcomes began.

Preliminary discussions were held on what the data meant in terms of next steps and how to report results. Part of the conversation revolved around which parts of the data might be of interest to parents for the Community Report that would be upcoming and which parts of the data held a high enough profile to be considered for the School Planning Report, which was also upcoming. The discussion also included decisions on how to report results, particularly if they were not as positive as predicted in the original plan. The outcome on the bullying program was the most contentious.

Data analysis from the previous year showed an escalation in violence, including incidents of bullying. The planning team was concerned that if bullying persisted despite the new program, the parents might form a negative opinion towards the school and its ability to keep students safe.

The planning team decided that the bullying prevention outcome was clearly legitimate and, regardless of the results of the program, the act of addressing the issue and working with students to create a safer environment should be the focus, not worrying over "numbers" or a report that drives decision making instead of educational need.

Outcome	Data Sources
By the end of June 20--, 75 percent of all students in Grades 3–6 will demonstrate 75 percent of the skills and outcomes in *Steps to Respect: A Bullying Prevention Program.*	1. Student observation sheets from recess activities 2. Disciplinary records/incident reports 3. Teacher checklists of classroom behaviour 4. Completion of bullying program by all Grades 3–6 classroom teachers

Focus: Data Analysis and Decision Making

Further Reading

Holcomb, Edie L. *Asking the Right Questions: Techniques for Collaboration and School Change*, 2nd ed. Thousand Oaks, CA: Corwin Press Inc., 2001.

United Way of America. *Measuring Program Outcomes: A Practical Approach.* New York, NY: Outcome Measurement Resource Network, 1996. Available online at: <http://national.unitedway.org/outcomes>.

Section 3:
Focusing on Reporting

SECTION 3: FOCUSING ON REPORTING

Content Issues and Timelines

We need to identify what we are striving to achieve before deciding how to measure whether we are achieving it.

1. *Improving outcomes, especially for less successful learners*
2. *Strengthening links among schools, families, and communities*
3. *Strengthening school planning and reporting*
4. *Improving professional learning opportunities for educators*
5. *Strengthening pathways among secondary schools, post-secondary education, and work*
6. *Linking policy and practice to research and evidence*

Manitoba Education, Citizenship and Youth (2002-2006)

Drafting the School Plan

A Comprehensive School Plan includes the following (see sample table of contents, Section 1, page 1.6):

- **A school mission statement:** a general description of purpose that reflects a school community's educational values and beliefs. As the foundation of the School Plan, it serves to focus and guide school initiatives. A school's mission statement reflects the school division's or district's mission statement, if one exists.
- **School profile:** statements that identify the unique characteristics of the school, such as population, grade levels, programs, and geographic or demographic details.
- **School priorities:** statements that identify areas requiring further development, improvement, or change during the school year. They are broad outcomes statements that specify what the school intends to achieve in areas such as curriculum, instruction, learning environment, and school conduct. These are linked to published departmental priorities available online at <www.edu.gov.mb/strategy.html>.

  As priorities form the basis for major school initiatives over the year, they should be kept to a manageable number. Priorities require a common meaning, communicating the same intended outcome to everyone. They should be mutually compatible and attainable.

  Schools receiving categorical grants for unique student populations also state major goals for these populations (e.g., English as a Second Language, Student Support Grants Program, Aboriginal Academic Achievement Grant, Early Childhood Development Initiative, and Grants for French Language Programs).
- **Outcomes:** These are specific, measurable, achievable, relevant products or processes that are time-related (SMART). Outcomes link directly to the priorities and strategies.
- **Strategies for creating a supportive learning environment:** These make up an outline of how the school plans to accomplish outcomes and address school goals (e.g., activities, instructional practices, practices for evaluating and reporting student achievement, and strategies for eliminating bias and discrimination).
- **Professional development activities:** These are collected in a summary of plans for major professional development activities to help achieve specified goals.
- **Parental and community involvement initiatives:** These are included in a summary of major activities that are being undertaken to involve parents and the community in the education process.
- A summary of the school's budget.
- Detailed outcome information relating to the implementation of the previous year's plan.

The previous items represent the minimum requirements for a Comprehensive School Plan. A school community, however, may choose to incorporate additional issues of local importance in its plan. Appendix A lists additional, significant issues that some Manitoba schools have addressed in their plans (see page A3).

By comparison, the minimum requirements for an Annual School Plan are

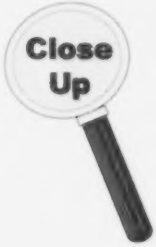
- school mission statement
- school profile
- planning process
- division/district priorities
- school priorities for the current year
- results of expected outcomes from the previous year
- outcomes for the current year, including strategies, indicators, and supportive data sources

Language of Planning

It is important to clarify the vocabulary related to planning as early in the process as possible so that people involved in planning have a clear and common understanding about their use of planning language.

All levels of the education system rely on planning to organize and structure activities. Some planners use certain words differently than others or use them in a different context. To address the need for a common understanding of language, a glossary of commonly used terms is included in Appendix B (page A5).

Recognize that agreement related to language use is often a challenge. People may use the same word in different contexts to mean different things or different words in the same context to mean the same thing. The glossary reflects a common reference point. Adding terminology common to a division or school may assist planners in clarifying key issues.



Case Study: Golden Prairie School

June 2: The Planning Committee assisted Principal Miller in collating and structuring the Annual School Plan for the upcoming year. The professional development plans for the new year, the parental and community initiatives, and the strategies for creating a supportive learning environment were linked and added to the May information.

A subgroup was assigned the task of proofreading and editing the plan and the report that summarizes key elements of the plan.

Detailed information regarding the implementation of last year's plan was added by the principal.

Focus: Drafting the School Plan

Sharing the Draft Plan and Finalizing the Plan

Once the draft School Plan has been reviewed by the planning team, presentation of the draft to a pre-selected range of staff and community members for feedback is critical. The following guidelines for an effective draft document review process may assist planning teams in obtaining helpful feedback in an organized manner.

1. Pre-select diverse members of staff and the community who are willing to act as reviewers.
2. Inform reviewers of important guidelines:
   a) Timelines for the distribution of the draft and the return of the draft are final. No late reviews will be considered.
   b) Reviewers' feedback will be considered in the writing of the final version of the document.
   c) Complete revisions are not possible.
   d) Feedback must be focused on clarity of expression for each component of the plan.

Once feedback has been reviewed and edits have been made by a subcommittee of the planning team, the School Plan should be considered final. Key elements of the plan should be highlighted in preparation for the annual School Planning Report.

Case Study: Golden Prairie School

The draft Annual School Plan was distributed to all teaching staff and two community members in June for their feedback. A subcommittee was struck to collate the feedback, edit the plan, and summarize key elements for the School Planning Report within a two-week time frame.

The subcommittee submitted the final School Plan to Principal Miller with the highlights in preparation for the School Planning Report.

Focus: Sharing the Draft Plan and Finalizing the Plan

Forming an Implementation Plan

Tip: The most efficient implementation strategy is to create an action plan indicating the tasks that need to be accomplished, by whom, and when.

This process is parallel to the planning cycle of: effective classroom teachers as they differentiate instruction; resource teachers as they monitor progress on Individual Education Plans and Behaviour Intervention Plans; and student services personnel as they co-ordinate support for students at risk. By transferring these skills to the school planning process and linking school-level outcomes to those at the individual, classroom, and division/district level, the ability of the education system to respond to change is strengthened.

Once priorities and outcomes have been established, it is critical to obtain plan approval.

Focusing on Plan Implementation

If school staff, students, parents, community members, and divisional/district representatives have been continually involved in or informed throughout the planning process, then the presentation of a draft of the completed School Plan should contain no surprises. Special meetings held with the school community to present the draft and receive feedback assist in promoting the ownership and support that are critical to successful implementation. Only initiatives that have a broad base of support are likely to be implemented and sustained. Approval of the School Plan by the school community and, subsequently, the school board signifies a transition from planning to implementation of the plan.

Once the School Plan has been approved, a well-designed action plan initiates the activities to implement specified priorities and outcomes. Subcommittees may be established to develop an implementation plan with appropriate strategies for accomplishing priorities. Invite staff, parents, and community members who will carry out initiatives to participate in planning those initiatives.

An implementation plan (sometimes referred to as an action plan) identifies the specific tasks to be accomplished, the criteria or means by which the accomplishment of tasks is to be measured or observed, the resources necessary to accomplish the tasks, and the person(s) responsible for achieving each task.

Further Reading

Barth, R.S. *Improving Schools from Within.* San Francisco, CA: Jossey-Bass Publishers, 1992.

Fullan, Michael. *Change Forces: The Sequel.* Philadelphia, PA: Falmer Press, 1999.

Sergiovanni, Thomas I. *The Lifeworld of Leadership: Creating Culture, Community and Personal Meaning in Our Schools.* San Francisco, CA: Jossey-Bass Publishers, 2000.

Section 5:
The Future of Planning and Reporting

SECTION 4: REPORTING FOR INCLUSIVE SCHOOLS

Preparing an Annual School Planning Report

School Planning Report

Principals submit their annual School Planning Reports to school boards for review and approval in October. Some school divisions/districts may require submission of the Annual School Plan in addition to its report. Board-approved reports of school and division or district plans are directed to Manitoba Education, Citizenship and Youth by October 31.

Using Reporting Template

A reporting template has been designed as a guideline to help schools to summarize their larger Annual School Plan into a more manageable format and has the capacity to focus schools on priority areas and associated implementation plans. Schools will likely use the information from their School Planning Reports as reminder notes for upcoming activities.

The Department uses the information from annual School Planning Reports to identify issues and trends that affect current and future operations of schools. This information helps to improve service delivery targeting.

Templates are designed as organizational guidelines. The template structure also offers schools a visual outline of the linkages among priorities, outcomes, indicators, data sources, and results. The design of the template assumes that schools have created solid plans that are inclusive of the needs of all learners. For this reason, the Student Services Planning Report (see Appendix F, page A19) may act as a reminder when completing the School Planning Report. The School Planning Report by itself cannot serve the function of a School Plan and is used only as a piece of a much more comprehensive document. To ensure that all stakeholders understand the Annual School Plan, the School Planning Report is used in conjunction with the more detailed annual plan. The School Planning Report template on pages 4.4–4.5 reflects the structure in place for schools during the 2003–2004 school year. Samples of excerpts from completed templates are provided in Appendix D (page A11). Helpful templates for associated planning and reporting are provided in Appendix F.

School Planning Report

Most information that summarizes an Annual School Plan falls into seven broad categories

- Identification
- School Profile
- Planning Process
- Division/District Priorities
- School Priorities
- Previous Year's Report (outcomes and results)
- Current Year's Plan (expected outcomes, strategies, indicators, data sources)

To assist schools in creating a summary report for their annual school planning, the Department provides a pre-organized template as an organizational guideline (available electronically at <http://www.edu.gov.ca/ks4/sdds/pie/03-04/school_plan>).

School Planning Report

Step 1

Identification			
Name of School Division/District	Name of School	Principal Name	Date (yyyy/mm/dd)

Step 2

School Profile *(Complete the following using FTE.)*			
Number of Teachers	Number of Students	Grade Levels	Program(s) *(With the mouse or X key, select all that apply.)* ☐ English ☐ Français ☐ Immersion ☐ Vocational

Step 3

Planning Process
Did planning include review of the school mission statement? ☐ Yes ☐ No Year last revised:
Describe school activities (curricular, extra-curricular) that you would like to highlight.
Describe any additional information that impacted your priorities.
Describe the planning process and the involvement of students, staff, families and the community. (Who was involved? How often did you meet? How were decisions made? Refer to example provided for guidelines.)

Step 4

Division/District Priorities
1.
2.
3.
4.

Step 5

School Priorities	Indicate if school priorities link with Department priorities*. *(Insert X in box.)*					
E.g., Improve School Climate	☒1	☐2	☐3	☐4	☒5	☐6
1.	☐1	☐2	☐3	☐4	☐5	☐6
2.	☐1	☐2	☐3	☐4	☐5	☐6
3.	☐1	☐2	☐3	☐4	☐5	☐6
4.	☐1	☐2	☐3	☐4	☐5	☐6

* 1 Improving outcomes especially for less successful learners; 2 Strengthening links among schools, families and communities; 3 Strengthening School planning and reporting; 4 Improving learning opportunities for educators; 5 Strengthening pathways among secondary schools, post-secondary education and work; 6 Linking policy and practice to research and evidence

Step 6

2003–2004 Report
End of year status, data or anecdotal evidence

Expected Outcomes	Results
E.g., By the end of June 2004, we will establish baseline data regarding the incidents of bullying in our school.	We completed surveys (students and staff) and collected discipline referral forms. As a result of this we established a Positive School Climate Team (Administration, Teacher, Student and Parent) to make recommendations for the 2004-2005 school year.
1.	
2.	
3.	
4.	

Step 7

2004–2005 Plan
For more examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html.

Expected Outcomes SMART Format	Strategies	Indicators	Data Sources (Tools)
E.g., By the end of June 2005, 75% of all students in grades 3-6 will demonstrate 75% of the skills and outcomes in the *Steps to Respect: An Anti-Bullying Program*.	➢ The program will be reviewed at September Staff Meeting ➢ Classroom teacher in grades 3–6 will teach the program outcomes to their classes for two periods per six day cycle ➢ Teachers will periodically review the Program's outcomes	➢ Fewer discipline referrals ➢ Reduced number of recess reports ➢ Increased positive interactions amongst students ➢ Students in grades 3-6 demonstrate and apply 75% of the Anti-Bullying Program skills	➢ Observation, checklists ➢ Incident reports ➢ Other assessment tools
1.			
2.			
3.			
4.			
5.			

Direct inquiries about the *School Planning Report* to:

Research and Planning Branch
101-800 Portage Avenue
Winnipeg MB R3G 0N4
Phone: (204) 945-0350

DUE DATE: OCTOBER 31, 2004

Submitting Completed *School Planning Report*

Please submit completed *School Planning Reports* to your division/district office. Divisions/Districts send the reports to Brenda Henderson at: **Email**: bhenderson@gov.mb.ca or **Fax**: (204) 945-8843 or **Mail**: School Support Unit, E140–1970 Ness Avenue, Winnipeg MB R3J 0Y9.

Case Study: Golden Prairie School

September 15: The Planning Committee met one last time to review the final Annual School Plan, the School Planning Report, and to celebrate their achievements. The report was structured by the template provided at <http://www.edu.gov.mb.ca/ks4/sdds/pie/ index>.

Focus: School Planning Report

Preparing a Community Report

Drafting the Community Report

Perhaps the most important consideration in reporting is knowing the audience. With that information, customizing the report is simplified.

Purpose of Community Reporting

All schools provide reports to their parents and community to

- celebrate the success of students within their learning environment
- monitor school growth (strengths and weaknesses)
- involve and inform parents and communities
- contribute to continual school planning

Developing a Community Report

In the initial year of reporting, schools create a brief report that provides a baseline of information to their community. Much of the data required to create a Community Report can be found in local school records and municipal information. Much of the expertise in constructing a visually appealing, parent-friendly report can be found among a school's staff.

Given that schools experience frequent changes in situations and personnel, an implementation plan is created to describe the tasks in the Annual School Plan that are to be accomplished within one year. The implementation plan specifies

- tasks to be completed
- the strategies needed to accomplish the tasks
- realistic target dates for task completion
- person(s) responsible to complete each task
- resources necessary to accomplish the tasks, including professional development resources
- evidence or criteria that will be used to assess the success of the tasks

Strategy selection for the implementation plan is enhanced by using a research base to ensure that the best educational practices are used. Persons who are expected to implement or carry out a task or strategy agree to accept these new responsibilities.

Monitoring and Evaluation

Once the implementation plan is initiated, the planning team and school staff jointly monitor and evaluate the extent to which priorities and outcomes are being carried out and achieved. Monitoring and evaluation help school communities to assess intended and unintended results, revise priorities and outcomes and their order of importance, and design new strategies to respond to those priorities and outcomes. To assist in this process, milestones or interim activities that check the progress of priorities and outcomes before the end of the year may be created. Evaluation activities also help to regenerate the planning process.

A Sample Community Reporting Organizer

Most information that relates to school planning, priorities, and successes falls into five broad categories:

- school context
- school and community resources
- expected outcomes
- strategies
- results

The categories link together the school planning process and the community reporting process. Shaping the Community Report involves many of the same strategies that schools used when selecting priorities for the school year, making implementation plans, School Plans, and planning a school newsletter or prospectus. Pages 4.9 and 4.10 illustrate a sample Community Report Organizer and a Community Report.

Linking School Plans Data to the Community Report

The data collection system and indicators used to create and report on school planning are the same items that may be shared with the community in the Community Report. Reformulated into parent-friendly language and a visually appealing format, the Community Report brings the Annual School Plan to life for parents and the broader community.

The Community Report Organizer

Just as being as inclusive as possible during the school planning team phase is important, it is equally important that schools build subcommittees of participants to assist in the creation and writing of the Community Report.

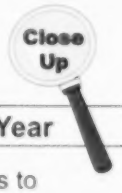
When forming the Community Report subcommittee, have one member of the planning team take responsibility for ensuring that an open line of communication exists among the various groups within the school community (e.g., parents, staff, and students). The planning team may have ongoing discussions with the school community throughout the drafting and reviewing process.

The table below is a handy organizer for the creation of roles for the Community Report subcommittee. It lists the most frequent activities that participants complete and the skills required for those roles.

Table 5: Community Report Roles

Name(s)	Role	Description
	Researcher/Data Collector	Locates and compiles information from sources (e.g., vice-principals, community members, administrative staff)
	Contributors	Supply specific data from their areas of specialization (e.g., department heads, counsellors, principals, trustees, parents, student council)
	Writer	Ensures the writing style of the report is consistent, reader-friendly, visually attractive, and in plain language (e.g., language arts teacher, community member)
	Technologist/ Computer Publisher	Creates pie-charts, graphs, icons, word processes document (e.g., computer technology teacher, secretary, parent, student)
	Proofreader	Checks report for correct spelling, grammar, spacing, titling (e.g., language arts teacher, community member)
	Editorial Team	Reviews report prior to release to consider its effectiveness, accuracy, and usefulness (e.g., group of colleagues, parent council members, students, teachers, superintendent)

Sample Community Report Organizer



Our Community School

School Context—demographics, programs, age/grade range, number of FTE staff members, et cetera...

available from School Planning Report
School Profile

Our Priorities for the Current Year

Include acknowledgement of linkages to divisional/departmental priorities, and elements of School Plan that reflect top three priorities.

1.

2.

3.

available from School Planning Report
Priority # and Expected Outcomes

Our Mission Statement

available from School Handbook

Our Community

School and community resources.

available from
School Planning Report
School Profile

Results of Initiatives and Strategies for Success for the Previous Year

Include initiatives, strategies, and results.

available from
School Planning Report
Results from Previous Year

Strategies for Success for the Current Year

Include activities, strategies, anticipated results.

available from
School Planning Report
School Indicators, Outcomes, Strategies, and Tools

Principal: Mr. Robert Dyck
Telephone: 736-2282
E-Mail: jacuddy@rrvsd.mb.ca

J.A. Cuddy Elementary School

2002-2003 Report to the Community

Red River Valley School Division

Our Mission

Our school attempts to foster a healthy, wholesome learning environment, which is friendly, organized, consistent, and academically challenging.

About J.A. Cuddy

- We believe that the environment in our school allows for the development of happy, well-adjusted, productive learners. Students are encouraged, through their actions, to show respect for the rights and dignity of others and themselves.
- We are a K–8 school with a total of 241 students enrolled. 51% of our students are females and 49% males. While 93% of our students come from the Sanford and Brunkild catchment areas, we also have "Schools of Choice" students from LaSalle and Winnipeg.
- Our instructional staff consists of over 12 full-time equivalent teachers, along with four educational assistants. Besides classroom teaching, several of our teachers specialize in areas such as music, P.E., resource, the Reading Recovery Program and counselling. Divisional clinicians (psychology and speech/language) also pay regular visits to our school.
- A full-time librarian and our office and custodial staff provide support to our students and staff.
- J.A. Cuddy students and staff have access to an up-to-date computer network and a 25 station lab (with high-speed Internet access) and a well-organized and stocked library.

2002 - 2003 Priorities

Improving Literacy Outcomes

Expected Outcomes:

- Improved K–4 reading levels—supporting data will demonstrate:
  - That most students are reading text at/beyond grade level
  - That most students' reading comprehension levels are at/beyond grade level
- Increased enjoyment of literature and free reading from K-8

Successes:

- Improved Grade 1 random sample literacy survey compared to last year—now in line with divisional and provincial averages
- Greater use of balanced literacy strategies by teaching staff
- Improved availability of suitable/levelled instructional materials
- Increased number of school-wide reading events (e.g., World Reading Day, Scholastic Book Fairs in fall and spring)

Strengthening School Planning and Reporting

Expected Outcomes:

- An established planning cycle and process, involving all stakeholders, to be in place by the end of the school year
- Basing targeted areas for improvement on the results of data collection

Successes:

- Staff had significant input in the shaping of the final 2002/03 School Plan, as well as being involved in 2003/04 planning
- Parents were involved in school planning through regular meetings of the Parent Advisory Council, as well as through surveys conducted in connection with changing Arts option programming for 2003/04
- Extensive disciplinary data collection, on 2002/03 referrals to the office, took place to aid in planning for both individual student and school-wide disciplinary challenges

Strengthening School and School Family Relationships

Expected Outcomes:

- Greater awareness on the part of parents and community regarding school events, programs, and objectives
- School, parents, and community to see J.A. Cuddy School as an inviting place to visit, volunteer, and ask questions/offer feedback

Successes:

- Newsletters featuring events, programs and accomplishments were sent home to all school families on a monthly basis
- Excellent turn-out at all school community events (concerts, parent-teacher, and other special events)
- An effective Parent Advisory Council which collaborated well with administration and staff (gave excellent support and advice)
- An expanded volunteer program with a significant number of parents assisting with staff and school programs as well as student-run initiatives

J.A. Cuddy Elementary School Report to the Community: Used with permission of David Schmidt.

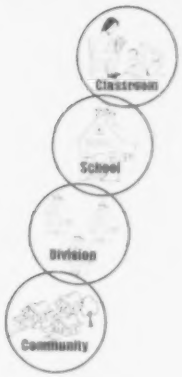
Case Study: Golden Prairie School

June 3: The planning subcommittee assisted Principal Miller in determining which components of the Annual School Plan parents would be interested in seeing in the Community Report, and importing that information into the draft Community Report. The professional development plans for the new year, the parental and community initiatives, and the strategies for creating a supportive learning environment were the focus of the conversation, in addition to key successes that the school had experienced academically and co-curricularly.

Focus: Drafting the Community Report

A subgroup was assigned the task of co-writing, formatting, and editing the first draft of the Community Report based on the School Plan, and distributing the draft to the document reviewers. Prior to the next meeting of the committee, the subgroup would create a final version of the report.

Sharing the Draft Community Report and Finalizing the Report



Similar to the school planning process, once the draft Community Report has been reviewed by the planning team, presentation of the draft to a pre-selected range of staff and community members for feedback is again critical. The following guidelines for an effective draft document review process may assist planning teams in obtaining helpful feedback in an organized manner.

1. Pre-select diverse members of staff and the community who are willing to act as reviewers.
2. Inform reviewers of important guidelines:
   a) Timelines for the distribution of the draft and the return of the draft are final. No late reviews will be considered.
   b) Reviewers' feedback will be considered in the writing of the final version of the document.
   c) Complete revisions are not possible.
   d) Feedback on formatting must be focused on readability for a diverse population and visual appeal.
   e) Feedback on data must be focused on presentation of information that inhibits misunderstanding or misuse. Check for context.

Once feedback has been reviewed and editing has been completed by a subcommittee of the planning team, the Community Report should be considered final.

Case Study: Golden Prairie School

June 10: The planning subcommittee met to review and finalize the Community Report, and to celebrate its achievements.

Principal Miller took responsibility for the duplication and distribution of the report to all homes in the community and the local coffee shop, and for posting it on the school's website.

Focus: Sharing the Draft Plan and Finalizing the Report

Further Reading

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Section 5:
The Future of Planning and Reporting

SECTION 5: THE FUTURE OF PLANNING AND REPORTING

Evolution of Planning, Reporting, and Accountability

"Accountability… means taking the information and using it to make judgments — about quality, about how good is good enough and, most importantly, about how to make changes that will enhance and extend student learning, for all children."

Lorna Earl

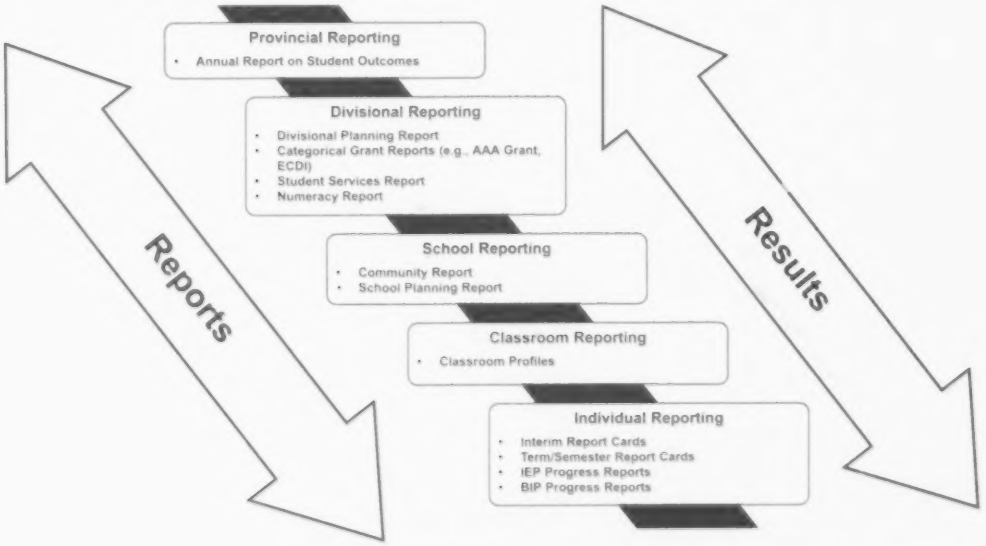
The focus of *Supporting Inclusive Schools: School-Based Planning and Reporting* has been to support first-time planning teams through the initial year of development. This section of the document addresses the growth potential in planning, reporting, responsibility, and accountability.

Over time, school and divisions/districts move from collecting baseline data, defining terms of reference, and reporting on priorities to using data to support future planning, and reporting results. This movement, previously referred to as the 'phases of the planning cycle' (Section 2, page 2.10), allows for an integration of processes that encourages cohesive planning and decision making, and that elevates reporting.

One of the key qualities of the maturation of planning over time is the ability of planning to act as a catalyst for all levels of the educational system. By making visible those processes that are frequently left invisible, an increased focus is possible. This increase in focus permits a community awareness and understanding of the responsiveness and proactiveness of schools, while also highlighting the need for further information, funding, resources, and associated issues for people at other levels of the system who may be in a position to support positive change.

Figure 6 illustrates the multi-level reporting processes in Manitoba (see Appendix F on page A19 for reporting templates). This figure mirrors the multi-level planning processes described earlier (see Figure 3 on page 1.11). Although the reporting phase is addressed separately for organizational purposes in this document, planning and reporting are most effective when considered simultaneously.

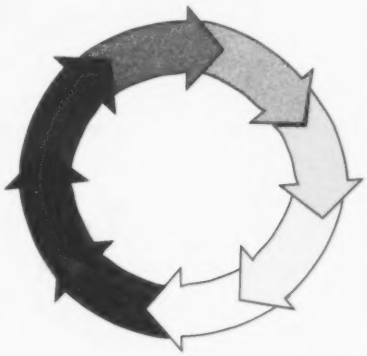
Figure 6: Multi-Level Reporting



Creating a seamless continuum of planning and reporting takes established procedures and experience. With experience, effective teachers have the capacity to plan, keeping in mind that monitoring and reporting must occur at regular, timely intervals. Effective planning teams have the same capacity. But, just as it takes time to develop as a teacher, it takes time to develop as a planning team. Planning a change, carrying out that plan, monitoring results, reporting on results, adjusting plans based on those results, and reporting on those adjustments sounds straightforward and sequential enough. In practice, however, the process is often much more fluid and holistic.

The Planning Cycle (Figure 7) shows the four components of an early stage of planning and reporting. The Priority Tree (Figure 8) reveals these same components as they appear at a later stage in the various levels of an educational organization.

Figure 7: The Planning Cycle



- What do we want to accomplish?
- How will we know we have accomplished it?
- What information will we collect?
- Choosing the method
- Preparing for data collection
- Data collection . . . *observable and measurable*
- What does the information tell us?
- How do the findings inform our planning and decision making?
- Using the results . . .
- Reporting to various audiences

Figure 8: The Priority Tree–Strengthening School Planning and Reporting

Department Level

Academic Indicators Outcomes. Measured/reported by	Climate Indicators Perceptions. Measured/reported by	Behaviour Indicators Expectations. Measured/reported by
• Reports from regional sessions • Provincial scores on reporting rubric • Level of queries related to support document and number of requests for further information related to planning and reporting • Number of voluntary submissions of exemplar plans and reports	• Degree of collaborative planning • Amount of positive feedback at regional sessions • Increased sharing of resources • Increased networking across classrooms, schools, and divisions/districts	• Submission of School Planning Reports using Department template • Submission of Division Planning Reports using Department template

Growth measured annually, over time, by mandated reports and sampling at the division/district level

Division/District Level

Academic Indicators Outcomes. Measured/reported by	Climate Indicators Perceptions. Measured/reported by	Behaviour Indicators Expectations. Measured/reported by
• Reports from regional sessions • Provincial scores on reporting rubric • Level of queries and number of requests for further information related to planning and reporting • Linking of school plans with division priorities, classroom plans, IEPs • Number of voluntary submissions of exemplar plans and reports	• Degree of collaborative planning • Anecdotal school reports re: planning and reporting process • Number of requests for extension of due dates • Amount of positive feedback at division/district and stakeholder meetings	• Submission of Division Planning Reports using Department template

Growth measured annually, over time, by mandated reports and sampling at the division/district level

School Level

Outcomes. Measured/reported by	Perceptions. Measured/reported by	Expectations. Measured/ reported by behaviour data.
• Reports from grade level/subject area/staff/planning meetings • Provincial scores on reporting rubric • Level of queries related to support document and number of requests for further information related to planning and reporting • Linking of school plans with division priorities, classroom plans, IEPs • Number of voluntary submissions of exemplar plans and reports	• Discussions at grade level/subject area/ staff/planning/ town hall meetings • Provincial scores on reporting rubric • Level of queries related to support document • Number of requests for further information related to planning and reporting • Number of voluntary submissions of exemplar plans and reports • Anecdotal observations • School-developed surveys • Focus groups	• Engagement in learning and increase in independence • School profiles • Level of participation in cooperative learning • Level of participation in co-curricular activities, especially struggling, at-risk, special-needs students • Attendance

Growth measured annually, over time, by sampling at the division/district level

Classroom Level

Outcomes. Measured/reported by	Perceptions. Measured/reported by	Expectations. Measured/ reported by behaviour data.
• Report Card information at regular intervals • Updates to IEPs, parent-team meetings, and progress reports • Scores on provincial standards/ divisional/school/ classroom tests, portfolios, interviews and assignments (as applicable)	• Anecdotal observations • Classroom-developed surveys/interviews • Focus groups • Meetings with parents and support team	• Engagement in learning and increase in independence • Classroom profiles • Level of participation in cooperative learning • Attendance

Growth measured quarterly, over time, by sampling at the classroom level

The Priority Tree: Adapted from Dr. W.E. Demming, with permission from Quality Leadership by Design, LLC (2001).

Supporting and Mentoring Positive Reporting and Planning

Do the planning and reporting practices in a particular classroom, school, or division/district have the potential to assist other planning teams?

As educators, we all hold within us the capacity to teach others and learn from others. Networking among teachers, schools, and division/district planning teams provides essential mentoring and support, reduces frustration, and facilitates positive change.

Notes

SUPPORTING CHANGE

Support to schools and school divisions and districts relating to the information in this document is available by contacting:

Director
Research and Planning Branch
School Programs Division
Manitoba Education, Citizenship and Youth
101-800 Portage Avenue
Winnipeg MB R3G 0N4

Telephone: (204) 945-0350
Toll free: 1 800 282-8069, ext. 0350

Director
Educational Support Services Branch
Bureau de l'éducation française Division (BEF)
509-1181 Portage Avenue
Winnipeg MB R3G 0T3

Telephone: (204) 945-6919
Toll free: 1 800 282-8069, ext. 6919

Critical Friends

Many schools have created school and/or division-based implementation teams to plan the implementation of new policies and curricula and to organize and lead ongoing staff development and support activities within the school and/or school division. These teams may also help to inform the local community about the changes taking place in schools as new policies and curricula are introduced.

Ideally, school and/or division-based implementation teams include teachers, administrators, counsellors, student services personnel, other school staff, parents or guardians, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and division/district levels. Some divisions/ districts have established implementation committees to help co-ordinate the work of the team.

Manitoba Education, Citizenship and Youth supports the school-based implementation team concept and is committed to working with all educational partners to promote and support them.

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Internet Resources

http://www.edu.gov.mb.ca/ks4/agenda/index.html

http://www.aero-ontario.org/links.htm

http://www.mprinc.com/

http://www.unitedway.org

http://www.ncrel.org/sdrs/

Videotape

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Appendices

APPENDIX A: ISSUES IN PLANNING

Below are some additional, significant issues that some school communities have addressed in their School Plans. For some school communities, some of these issues, such as policies dealing with bias or discrimination, may fall under a strategy for providing a supportive learning environment. School communities may choose to address these or other issues of local importance in their Annual School Plans:

- strategies for addressing conflict, safety, and violence
- policies dealing with bias, discrimination, and harassment
- student retention and promotion policies
- student achievement results on division-wide tests
- locally developed curricula
- co-curricular/extracurricular activities

This outline is not intended to be prescriptive or exhaustive.

APPENDIX B: GLOSSARY OF TERMS

Accountability	Accountability is the act of being responsible to one's public.
Action Plan	This is a detailed account of the necessary steps to undertake an initiative or process.
Annual School Plan	This is a written document prepared collaboratively by school staff, students, family, and community members. The plan guides the development and maintenance of an effective learning environment and academically challenging programming that strengthens learning opportunities and outcomes for all students. It also serves to communicate key information to parents and community members.
Annual School Planning Report	This is an annual status report, based on the Annual School Plan, presented in the form of an expandable template. The annual School Planning Report is submitted to the division/district and Manitoba Education, Citizenship and Youth for review. (A web-based template is available online at: <www.edu.mb.ca\ks4\sdds\pie\03-04\school_plan>.)
Audience	The audience comprises the direct and/or indirect recipients of programs and/or reports. For a report to be effective, the audience should be clearly identified and its needs taken into account.
Baseline	Baseline is the evidence or facts about the condition of a program upon which all things are subsequently measured or compared.
Community Report	This is an annual report to the school community that celebrates the success of students, monitors school growth, informs parents, and contributes to continual school planning.
Comprehensive School Plan	This is a multi-year document prepared collaboratively by school staff, parents, students, and other stakeholder groups. The plan provides a detailed summary of divisional and school priorities, goals, budget over time, as well as issues essential to the day-to-day operation of the school.
Context	Context is the social and economic characteristics that affect a given environment. A comprehensive understanding of specific contextual factors is necessary to appreciate how organizations/schools utilize opportunities and overcome difficulties to promote ongoing success. Examples include population trends, social trends (e.g., poverty and drug/alcohol use), regional biases, education levels, social network), economic trends, school culture, and so forth.

Data	Data are information or evidence collected through a systematic method of selection, observation, or analysis. Data are based on some phenomenon of interest, using quantitative or qualitative methods.
Data Analysis	This is the process of looking for meaning, and recognizing relationships between parts and the whole of previously collected information (data).
Inclusive Education	Through inclusive education, students are provided the supports and opportunities they need to become participating students and members of their school community.
Indicator	This is a specific item of information that tracks and measures the success of a program/initiative in meeting outcomes. Indicators are observable and measurable.
Mission Statement	This is a clear, concise description of the organization's overall purpose and role. It provides focus to programs and services.
Outcomes	(School planning/reporting) These are descriptors for the impact or benefits to participants of an initiative, program, or policy.
Profile	A profile is a collection of data compiled at the individual student and/or school and/or community and/or organizational level. The profile can be considered a work-in-progress at all times, and there should be ample opportunities to add more information or provide more detailed analysis as the planning and reporting process evolves.
Qualitative Data	Qualitative data are the basis of information communicated in descriptive terms, such as environmental change or successful counselling programs.
Quantitative Data	Quantitative data are the basis of information communicated numerically, such as number of absences or percentage of students in a specific program.
Reporting	Reporting is the process of clearly communicating the information based on data collected through assessment and evaluation to various educational stakeholders. Reports may take the form of a progress report or a final report, depending on the stage of the project. It can be done formally or informally. Through the process of reporting, open dialogue is encouraged and, with subsequent reporting, sustained.

SMART Outcomes This is a model used for establishing outcomes.

Specific:	written in clear, unambiguous language
Measurable:	allows achievement to be described, assessed, and evaluated
Achievable:	realistic
Relevant:	must be meaningful
Time-related:	can be accomplished within a specific time period (typically one school year)

Stakeholders Stakeholders are individuals or groups who may be affected by or have a vested interest in specified outcomes.

Strategies This is the purposeful interaction of people and activities to move toward the achievement of outcomes.

Statistics Statistics is the processing of data resulting in numerical information. Statistics are collected and classified systematically.

Vision A vision is a statement about the future. It is often idealistic in nature and may encompass a number of goals that suggest different paths of action.

The rubric describes the four stages of report-writing development. It may be used for reflection and self-evaluation.

Component	Stage 1	Stage 2	Stage 3	Stage 4
Planning Process	• little or no involvement of school stakeholders (teachers, students, parents, community) • parents not informed • planning occurred at one point in time • no evidence of planning team	• limited involvement of school stakeholders • parents informed on one occasion • planning occurred at various points in time but was fragmented • limited evidence of planning team	• involvement of a variety of school stakeholders • parents informed on various occasions • planning occurred at multiple points in time • evidence of planning team	• wide involvement of school stakeholders • ongoing communication/ reporting to parents/community • planning occurred in a structured manner at multiple points in time • solid school planning team
	Planning process somewhat restricted or lacking team approach		*Planning process includes community involvement and team approach*	
Expected Outcomes	• no evidence of SMART* format • outcomes are vague or incompletely developed • no link to priorities	• some outcomes in SMART* format • outcomes are general • vague link to priorities	• most outcomes in SMART* format • achievable outcomes • general links to priorities	• all outcomes in SMART* format • solid school planning team • clear links to priorities
	Outcomes are vague/generalized or do not link to priorities		*Outcomes linked to priorities; contain 4–5 components of SMART format*	
Strategies	• vague descriptions of strategies • strategies do not relate to stated outcomes • achievement unknown, based on overall plan	• general descriptions of strategies • few strategies relate to stated outcomes • achievement is questionable, based on overall plan	• specific descriptions of some strategies • most strategies relate to stated outcomes • achievement possible, based on overall plan	• specific descriptions of all strategies • all strategies relate to stated outcomes and each other • achievement likely, based on overall plan
	Strategies do not link directly to outcomes		*Strategies link to outcomes*	
Indicators	• description of anticipated results • description of strategies • unclear relationship between outcomes and strategies	• description of anticipated results • achievement and/or accessibility is questionable • relationship evident between outcomes and strategies	• description of general indicators as measures of results • accessible and achievable • relationship evident among outcomes, strategies, and indicators	• description of specific indicators as measures of results • accessible and achievable • high level of congruence among outcomes, strategies, and indicators
	Descriptions of anticipated results (no evidence of indicators)		*Recognition of indicators as evidence of results*	
Data Sources (Tools)	• description of results or strategies • unclear link between indicators and tools	• description of results • general link between indicators and tools	• general tools to measure results of strategies • achievable relationship among strategies, indicators, and tools	• description of specific tools to measure results of strategies • high level of congruence among strategies, indicators, and tools
	Descriptions of anticipated results (limited or no recognition of data sources)		*Recognition of data sources as measurement tools*	

* SMART: specific, measurable, achievable, relevant, time-related

APPENDIX D: SAMPLES OF SCHOOL PLANNING REPORTS (EXCERPTS)

The excerpts of reports in this Appendix are scored using the rubric in Appendix C. The highlighted areas relate to the descriptors in the School Planning Report Rubric.

Sample 1: The Planning Process

Planning Process: Describe the planning process and the involvement of students, families and the community.

The planning process has included the **professional staff, support staff,** ✓ ✓ and the ***Advisory Council*** *for School Leadership* (parents, principal, staff). A **series of planning meetings** were held ✓ for professional and support staff in order to **solicit input** from them as to the ✓ priorities they wanted to see included in the plan. The **draft plan** was made available ✓ to **staff and parents** to **recommend changes** ✓ to improve the plan. These changes were **considered and adopted** by the staff as ✓ a whole.

Stage 4 Planning

- ✓ wide involvement of school stakeholders
- ✓ ongoing communication/ reporting to parents/community
- ✓ planning occurs in a structured manner at multiple points in time
- ✓ solid school team planning time

School Planning Reports — Sample 2: Literacy

Priority Linkages	Expected Outcomes	Strategies	Indicators	Data Sources (Tools)
1.1: Improve Outcomes for Less Successful Learners	By the **end of June 2003** 80% of all students in ✓ K - 3 will demonstrate✓ **at-level reading skills** ✓	• K-3 teachers will use: **Guided Reading Instruction**; ✓ **Literacy Portfolio Assessment** in Nov, March, and May; **Cross-grade Reading Buddies**; and **Differentiated Instruction** strategies. • Teachers will also access reading intervention programs: **Early** ✓ **Success**; **Accelerated Reader**; **Precision Reading**; **Familiar Reading**; **Reading Recovery**; JRW **Program**; **Book Bags**; and CAL.	• Instructional level (90-95%) for reading fluency and comprehension ✓ • Supplement this assessment in Nov, March, and May ✓	▪ **Level** assessed by the **PM Benchmark** Reading Assessment ✓ tool. ▪ **Use Portfolio Progress Summary Reports** as ✓ supplement ▪ **Precision Reading Summary Log**; ✓ **Alberta Diagnostic**; and **Brigance.**

Stage 4 Outcomes

- ✓ Outcomes written in SMART:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-related
- ✓ Clear evidence of achievable and timely outcomes
- ✓ Outcomes clearly linked to priorities

Stage 4 Strategies

- ✓ Specific descriptions of all strategies
- ✓ All strategies relate to stated outcomes
- ✓ Strong linkages among strategies
- ✓ Effective and achievable strategies, based on overall plan

Stage 4 Indicators

- ✓ Description of specific evidence to monitor the status of outcomes
- ✓ Accessible and achievable
- ✓ High level of congruence between outcomes, strategies and indicators

Stage 4 Data Sources

- ✓ Description of specific tools to measure results of strategies
- ✓ High level of congruence between strategies, indicators and tools

Priority Linkages	Expected Outcomes	Strategies	Indicators	Data Sources (Tools)
1.6: Link Policy to Practice in Research and Evidence *Steps to Respect: An Anti-Bullying Program*	By the **end of June 2003, 75%** of all students in **Grades 3-6** ✓ will demonstrate 75% of the skills and outcomes in the ***Steps to Respect: An Anti-Bullying Program*** ✓	• The program will be • reviewed at a **September Staff meeting.** ✓ • Classroom **teachers** in Gr. 3-6 will teach the program outcomes to their classes for **two periods, per six-day cycle** until completion. ✓ • Throughout the year, teachers will **periodically review** ✓ the Program's outcomes with their students.	• Students in Gr. 3-6 will demonstrate and apply 75% of the outcomes of the *Anti-Bullying Program* ✓	• Measure success by **observation, checklists, incident reports** ✓

Stage 4 Outcomes

- ✓ Outcomes written in SMART:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-related
- ✓ Clear evidence of achievable and timely outcomes
- ✓ Outcomes clearly linked to priorities

Stage 4 Strategies

- ✓ Specific descriptions of all activities
- ✓ All strategies relate to stated outcomes
- ✓ Strong linkages among strategies
- ✓ Effective and achievable a strategies, based on overall plan

Stage 4 Indicators

- ✓ Description of specific evidence to monitor the status of outcomes
- ✓ Accessible and achievable
- ✓ High level of congruence between outcomes, strategies and indicators

Stage 4 Data Sources

- ✓ Description of specific tools to measure results of activities
- ✓ High level of congruence between strategies, indicators and tools

School Planning Reports — Sample 4: Community Involvement

Priority Linkages	Expected Outcomes	Strategies	Indicators	Data Sources (Tools)
1.1, 1.2, 1.6, 2.3, 3.2 Improve parenting skills to improve student Kindergarten entry skills	• Children: improved **socialization, language, self- help, cognitive** and **motor skills.** ✓ • Parents: Shifts in beliefs and skills in **parenting,** improve **nutritional** ✓ **practices,** better ability to cope and be an **active learning** ✓ **partner** between child and school.	• A program will be offered on **two morning/cycle** in the ✓ **Kindergarten room,** for **4 year-olds** in the catchment area. **Two** supper **meetings for** ✓ **parents** and **children 0-4 years** old in the local community. **Training sessions** for volunteer ✓ parents and training to other parents. High school students provide **babysitting** and activities ✓ for children as parents attend sessions. High school students also attend sessions for 4 year-olds at the elementary school. Students receive Human Ecology credit at the high school, as well as volunteer hours.	• **Acceptance** of program by the community ✓ • **Observed positive** ✓ **changes** in abilities of students entering Kindergarten. • Students not in the project serve as a control group.	• **Observations** and ✓ **surveys** of parents

Stage 3 Outcomes

- ✓ Most outcomes written in SMART:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-related
- ✓ Achievable outcomes
- ✓ Evidence of link to priorities

Stage 4 Stratgies

- ✓ Specific descriptions of all strategies
- ✓ All strategies relate to stated outcomes
- ✓ Strong linkages among strategies
- ✓ Effective and achievable strategies, based on overall plan

Stage 4 Indicators

- ✓ Description of specific evidence to monitor the status of outcomes
- ✓ Accessible and achievable
- ✓ High level of congruence between outcomes, strategies and indicators

Stage 3 Data Sources

- ✓ Description of specific indicators (tools to measure results of strategies)
- ✓ Accessible and achievable
- ✓ General congruence between outcomes, indicators, and tools

APPENDIX E: SAMPLE YEARLY PLANNER

Planning and Reporting

Note: Important dates for schools can be added as needed.

Date	Task	Level
September 30	• Enrolment and workload survey	School
September 30	• Refine Annual School Plan	School
	• Refine IEPs, BIPs, AEPs	
	•	
October	• Annual School Planning Report to School Division	School
	•	
	•	
October 31	• Annual School Planning Reports to Department	Division
	• Annual Division/District Reports to Department	
	• Annual Student Services Report to Department	
	Include the following as appropriate:	
	• Early Childhood Development Initiative (ECDI)	School
	• Aboriginal Academic Achievement Grant (AAA)	
	• Early Literacy Intervention Initiative	Division
	[Program Plan and Evaluation Report due]	
	• Early Numeracy Grant	
November	•	
	•	
December	•	
	•	
January	•	
	•	
February	•	
	•	
March	•	
	•	
April	•	
	•	
May	•	
	•	
June 5	• Individualized Education Plans developed	School
June 15	• Community Report (copy to the Department via the school division/district)	School
	•	
	•	

Template for Planning and Reporting Timeline

School		School Division		Education, Citizenship and Youth	
Planning	Reporting	Planning	Reporting	Planning	Reporting
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:
Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:	Date: Activity:

Sample Planning and Reporting Timeline

School		School Division		Education, Citizenship and Youth	
Planning	**Reporting**	**Planning**	**Reporting**	**Planning**	**Reporting**
April/May • evaluate previous year • generate goals: main/new • consider planning team • consider grant needs • consider other reports (AAA, et cetera) • consider school division/ Department priorities		By March/April • inform schools of available grants, share school division goals, identify resources to support planning process By May • format of School/ Division Planning Report to communities		• feedforward (use data from School/ Division Planning Reports to inform provincial planning)	• feedback on reports - to schools - to divisions
September • refine School Plan	June/September • report to communities • present plan/last year's plan profile	Ongoing • revisit plan • celebrate successes	June/September • submit Division Planning Report to community with School Planning Report		• Annual Provincial Report Student Learning
October/April • implement/ review plan • revisit plan • celebrate successes • make adjustments • back to top of page	October • submit planning report to school division	October • 'critical friend' review • feedback on School Plans: goals, implementation	October • submit all planning reports to Department	• review report rubrics	• return report results
		March/April/ May • 'critical friend' review • feedback on results • future goals			

APPENDIX F: TEMPLATES

Manitoba Education, Citizenship and Youth provides support to schools and school divisions/districts in the planning and reporting process. One type of support is the electronic availability of templates to be used as guides for schools and school divisions/districts in their reporting processes.

Requirements and templates are updated annually. Please visit the Manitoba Education, Citizenship and Youth website at: <http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html> for the most current guidelines.

Appendix F contains five samples:

- Student Services/Division/District Planning Report
- Early Literacy Intervention Initiative Report
- Aboriginal Academic Achievement Grant Report
- Early Childhood Development Initiative
- School Planning Report

Reporting templates are useful models for planning teams organizing important information related to their priorities, outcomes, strategies, indicators, data sources, and results. The first four samples are divisional in scope. One way of streamlining the reporting process is to combine reports by appending information. The School Division Planning Report is combined with the Student Services Report in Sample 1. Samples 2 through 4 could be appended to the Student Services Report to create one document, since these initiatives, grants, and projects are planned at the divisional level and involve students who are usually receiving support from student services professionals.

The School Planning Report (Sample 5) is the only report that is created by the planning team solely at the school level. Although the report may directly link to the priorities and outcomes of the school division/district, it is unique to only one school and therefore stands independent of other reports.

Sample 1: Student Services/Division/District Planning Report
(includes Student Services Report)

Step 1 — Identification

Name of School Division/District	Name of Superintendent	Name of Student Services Administrator	Date (yyyy/mm/dd)

Step 2

(Complete the following using FTE.)

Number of Teachers	Number of Students	Grade Levels	Program(s) *(With the mouse or X key, select all that apply.)*
			☐ English ☐ Français ☐ Immersion ☐ Vocational

Student Services Profile *(Provide the following information regarding Student Services in your Division/District. Complete using FTE.)*

Number of Occupational Therapists	Number of Physiotherapists	Number of Psychologists	Number of Reading Clinicians	Number of Speech-Language Pathologists	Number of Social Workers

Number of Resource Teachers with Special Education Certificate	Number of Resource Teachers without Special Education Certificate	Number of Counsellors: Elementary	Middle	Senior	Number of Paraprofessionals	Other Student Services – list position title and number (e.g., Nurses – 1)
						1. 2. 3.

Step 3 — Planning Process

Did planning include review of the division/district mission statement? ☐ Yes ☐ No Year last revised:	How are Student Services priorities reported? ☐ Integrated in the division/district priorities (page 2) ☐ Separately as Student Services priorities (page 3)
Describe division/district activities (curricular, extra-curricular) that you would like to highlight.	
Describe any additional information that impacted your priorities.	
Describe the planning process and the involvement of students, staff, families and the community. (Who was involved? How often did you meet? How were decisions made?)	

Step 4 — Division/District Priorities

Division/District Priorities	Indicate if division/district priorities link with Department priorities*. *(Insert X in box.)*					
E.g., Improve School Climate	☒ 1	☐ 2	☐ 3	☐ 4	☒ 5	☐ 6
1.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
2.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
3.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
4	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

*Department Priorities: 1. Improving outcomes especially for less successful learners; 2. Strengthening links among schools, families and communities; 3. Strengthening School planning and reporting; 4. Improving learning opportunities for educators; 5. Strengthening pathways among secondary schools, post-secondary education and work; 6. Ensuring policy and practice is responsive and reflective.

Step 5

2003–2004 Report
End of year status, data or anecdotal evidence

Expected Outcomes	Results
E.g., By the end of June 2004, we will establish baseline data regarding incidents of bullying occurring in our division.	We completed surveys (students & staff) and collected discipline referral forms. After analysis we established a Positive Divisional Climate Team (Administration, Teacher, Student, Parent) to make recommendations for the 2004-05 school year.
1.	
2.	
3.	
4.	

Step 6

2004–2005 Plan
For more examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html

Expected Outcomes SMART Format	Strategies	Indicators	Data Sources (Tools)
E.g., By the end of June 2005, all schools will have formed school positive climate teams that will work with the divisional climate team to establish division and school outcomes.	➢ Teams will be established at September Staff Meeting ➢ Divisional meetings will be held monthly ➢ Schools will periodically review the Program's outcomes	➢ All schools will have school-wide behaviour plan by 2004/2005 school year ➢ Increased focus on positive school climate ➢ Division and School behaviour planning is integrated	➢ Observation checklists ➢ School Plans ➢ Other assessment tools
1.			
2.			
3.			
4.			
5.			

Direct inquiries about the *Division/District Planning Report* to:

Research and Planning Branch
101-800 Portage Avenue
Winnipeg MB R3G 0N4
Phone: (204) 945-0350
Email: bhenderson@gov.mb.ca

DUE DATE:
October 31, 2004

Submitting Completed *Division/District Planning Report*

Please submit completed *Division/District Planning Report* to: Brenda Henderson at:
Email: bhenderson@gov.mb.ca or
Fax: (204) 945-8843 or **Mail**: School Support Unit, Room E140, 1970 Ness Avenue, Winnipeg MB R3J 0Y9.

Student Services Planning Report 2004-2005

Optional – Use only if student services priorities are separate from the division/district priorities on page 2.

Step 7

2003–2004 Report
End of year status, data or anecdotal evidence

Expected Outcomes	Results
1.	
2.	
3.	
4.	

Step 8

	Indicate if division/district priorities link with Department priorities*. *(Insert X in box.)*					
E.g., Improve School Climate	☒ 1	☐ 2	☐ 3	☐ 4	☒	☐
1.	1	2	3	4		
2.	1	2	3	4		
3.	1	2	3	4		
4.	1	2	3	4		

* 1. Improving outcomes especially for low successful learners 2. Strengthening links among schools, families and communities 3. Strengthening School planning and reporting 4. Improving learning opportunities for educators 5. Strengthening pathways among secondary schools, post-secondary education and work 6. Enhancing the role of student services personnel

Step 9

2004–2005 Plan

Expected Outcomes SMART Format	Strategies	Indicators	Data Sources (Tools)
1.			
2.			
3.			
4.			
5.			

Sample 2: Early Literacy Intervention Initiative Report

Contact Person: _____

Phone #: _____ Fax #: _____

Email: _____

Report Date: _____ Program Name: _____

School Division Priorities Pertaining to Early Literacy Intervention Initiative	Manitoba Education, Citizenship and Youth Priorities: Indicate if divisional priorities link with Department priorities (Insert X in box)					
	1. Improving outcomes especially for less successful learners	2. Strengthening links among schools, families and communities	3. Strengthening School planning and reporting	4. Improving learning opportunities for educators	5. Strengthening pathways among secondary schools, post-secondary education and work.	6. Infusing policy and practice to research and evidence

Describe the Early Literacy Intervention Program(s):

Describe the process used to select students for the Early Literacy Intervention Program. (Identify assessment tools used and characteristics of students not included in the program.)

Results **(2003 – 2004)** Results related to success indicators: Identify impact on schools/school division as a result of implementing ELI programs

Expected Outcomes **(2004 – 2005)** Identify expected outcomes for students included in program for 2004-2005	**Strategies** **(2004 – 2005)** Identify schools and teaching time that will be provided in each school for 2004-2005	**Indicators** **(2004 – 2005)** Identify tools used to measure success of students and expected levels of achievement: short-term and long-term

Please direct inquiries about ELI template completion to:
Irene Huggins, Phone: 204-945-4687,
Email: ihuggins@gov.mb.ca

Email completed template to bhenderson@gov.mb.ca
or Fax completed template to Brenda Henderson at 204-945-8813
DUE DATE: October 31, 2004

Sample 3: Aboriginal Academic Achievement Grant Report

Name of School Division:

Contact Name: _____ Telephone #: _____ Fax #: _____ Email: _____ Report Date: _____	Targeted Grades: (Indicate all applicable grades) 1. EARLY YEARS K ___ 1 ___ 2 ___ 3 ___ 4 ___ MIDDLE YEARS 5 ___ 6 ___ 7 ___ 8 ___ SENIOR YEARS S1 ___ S2 ___ S3 ___ S4 ___	Manitoba Education, Citizenship and Youth Priorities:

School Division Priorities Pertaining to AAA	Indicate if divisional priorities link with Department priorities(Insert X in box)					
	1. Improving outcomes especially for less successful learners	2. Strengthening links among schools, families and communities	3. Strengthening School planning and reporting	4. Improving learning opportunities for educators	5. Strengthening pathways among secondary schools, post-secondary education and work	6. Linking policy and practice to research and evidence

Focus of 2004 – 2005 Planning: Brief description of plan.	Planning Process for 2004 – 2005: Describe the planning process and how parent/community involvement will be an integral part of your program.

Results for 2003-2004 programming.	Indicate how family community involvement was achieved through programming.

Expected Outcomes **(2004 – 2005)** *Identify specific, measurable, attainable, relevant, timely (SMART) outcomes matched to your program plan.*	**Strategies** **(2004 – 2005)** Identify program strategies to achieve outcomes and address family/community involvement.	**Indicators** **(2004 – 2005)** Identify indicators of academic achievement.

Please direct inquiries about AAA template completion to:
Norbert Mercredi, Phone: 204-945-6830, Email: nmercredi@gov.mb.ca
Glen Rosse: Phone 204-677-6775, Email: grosse@gov.mb.ca

Email completed template to bhenderson@gov.mb.ca
or Fax completed template to Brenda Henderson at 204-945-8313
DUE DATE: October 31, 2004

Sample 4: Early Childhood Development Initiative Report

Contact Person: _____ Address: _____

Phone #: _____ Fax #: _____

Email: _____ Report Date: _____

Targeted Age Range of Children: (Indicate all applicable years)
0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

School Division Priorities Pertaining to Early Childhood Development	Manitoba Education, Citizenship and Youth Priorities: Indicate if divisional priorities link with Department priorities (Insert X in box)								
	1. Improving outcomes especially for less successful learners	2. Strengthening links among schools, families and communities	3. Strengthening School planning and reporting	4. Improving learning opportunities for educators	5. Strengthening pathways among secondary schools, post-secondary education and work	6. Infusing policy and practice to research and evidence			
School Priorities Pertaining to Early Childhood Development (Optional)	**Indicate if school priorities link with Department priorities (Insert X in box)**								

Focus of 2004 – 2005 Programming: Provide a brief summary of programming being implemented.

Planning Process for 2004 – 2005: Describe the planning process and the nature of involvement of intersectoral, educational, parent and community partners.

Results **(2003-2004)** State results of 2002-2003 ECDI programming related to identified success indicators and achievement of expected outcomes.

Expected Outcomes **(2004 – 2005)** Identify Program Outcomes and Developmental/Readiness Outcomes for children involved in ECDI programming.	**Strategies** **(2004 – 2005)** Identify program strategies being implemented to achieve program and developmental/readiness outcomes.	**Indicators** **(2004 – 2005)** Identify measurable indicators being used to track achievement of program and developmental readiness outcomes.

Please direct inquiries about ECDI template completion to:
Marilyn Robinson, Phone: 204-945-6875,
Email: marobinson@gov.mb.ca

Email completed template to bhenderson@gov.mb.ca
or Fax completed template to Brenda Henderson at 945-8843
DUE DATE: October 31, 2004

Sample 5: School Planning Report

Step 1 — Identification

Name of School Division/District	Name of School	Principal Name	Date (yyyy mm dd)

Step 2 — School Profile *(Complete the following using FTE.)*

Number of Teachers	Number of Students	Grade Levels	Program(s) *(With the mouse or X key, select all that apply.)*
			☐ English ☐ Français ☐ Immersion ☐ Vocational

Step 3 — Planning Process

Did planning include review of the school mission statement? ☐ Yes ☐ No Year last revised:

Describe school activities (curricular, extra-curricular) that you would like to highlight.

Describe any additional information that impacted your priorities.

Describe the planning process and the involvement of students, staff, families and the community. (Who was involved? How often did you meet? How were decisions made? Refer to example provided for guidelines.)

Step 4 — Division District Priorities

1.
2.
3.
4.

Step 5

School Priorities	Indicate if school priorities link with Department priorities. *(Insert X in Box.)*					
E.g., *Improve School Climate*						
1.						
2.						
3.						
4.						

Step 6

2003–2004 Report
End of year status, data or anecdotal evidence

Expected Outcomes	Results
E.g., By the end of June 2004, we will establish baseline data regarding the incidents of bullying in our school.	We completed surveys (students and staff) and collected discipline referral forms. As a result of this we established a Positive School Climate Team (Administration, Teacher, Student and Parent) to make recommendations for the 2004-2005 school year.
1.	
2.	
3.	
4.	

Step 7

2004–2005 Plan
For more examples, see the Planning in Education website at http://www.edu.gov.mb.ca/k-8/sdds/pie/index_pie.html

Expected Outcomes SMART Format	Strategies	Indicators	Data Sources (Tools)
E.g., By the end of June 2005, 75% of all students in grades 3-6 will demonstrate 75% of the skills and outcomes in the *Steps to Respect: An Anti-Bullying Program*.	➢ The program will be reviewed at September Staff Meeting. ➢ Classroom teacher in grades 3–6 will teach the program outcomes to their classes for two periods per six day cycle. ➢ Teachers will periodically review the Program's outcomes.	➢ Fewer discipline referrals ➢ Reduced number of referral reports ➢ Increased positive interactions amongst students ➢ Students in grades 3-6 demonstrate and apply 75% of the Anti Bullying Program skills	➢ Referral logs / records ➢ Incident report ➢ Other assessment tools
1.			
2.			
3.			
4.			
5.			

Direct inquiries about the *School Planning Report* to:

Research and Planning Branch
101-800 Portage Avenue
Winnipeg MB R3G 0N4
Phone: (204) 945-0350

DUE DATE: OCTOBER 31, 2004

Submitting Completed *School Planning Report*

Please submit completed *School Planning Reports* to your division/district office. Divisions/Districts send the reports to Brenda Henderson at: **Email**: bhenderson@gov.mb.ca or **Fax**: (204) 945-8843 or **Mail**: School Support Unit, E140–1970 Ness Avenue, Winnipeg MB R3J 0Y9.

APPENDIX G: SAMPLE COMMUNITY REPORTS

Virden Junior High School

Community Report 2002-03

Each school in Fort La Bosse has created a "Community Report" to strengthen links among Fort La Bosse schools, families, and communities.

This initiative is province-wide and focuses on sharing some "school profile" information, as well as various school-based priorities and some of the action plan currently under way at each school. The final page of each school's report highlights some common information from the school division as a whole. Please take the time to read over the report. Should you have any questions or comments about any information contained in the report, please contact the appropriate school or division personnel. Your opinions on how Fort La Bosse School Division is "preparing students for the future" are important to us.

Cliff Chutskoff, Superintendent of Schools

Virden Junior High School Mission Statement

Virden Junior High strives to provide excellence in education by preparing students to achieve personal fulfillment and to reach maximum potential.

Recognizing that our students are in a distinct period of human development, our mission is:

- The development of personal responsibility.
- Fostering positive interaction among students, teachers, parents/guardians, and our community.
- Enabling growth of students academically, emotionally, physically, morally, and creatively.

School Profile

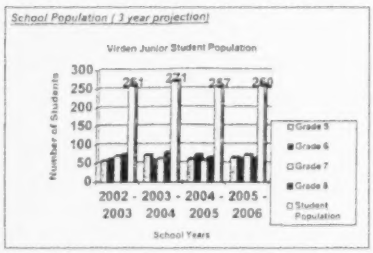
- 269 Middle Years students in Grades 5–8
- 17.8 educators
- 10 educational assistants
- 1 secretary / 1 librarian / 12.2 custodians

Programs (beyond the 4 regular core subjects)

- Band/Music, French/Dakota,
- Art/Outdoor Education
- Business Entrepreneurial Program
- Keyboarding, Computer
- Agriculture, Family Life
- Physical Education
- Resource Program, Life Skills

Facilities

- Modern Gym, Science Lab
- Science Classroom, Music/Band Room
- Student Service Center, Life Skills Suite
- Upgraded Playground, Chevron Rink
- Art Room, Canteen Area
- 2 Networked Computer Labs
- all 80 computers in the building are networked



(continued)

School Priorities 2002–03

School Priorities for 2002–03 School Year

- To further instill in students a pride in their country.
- To continue to enhance student's desire to achieve to the best of their ability in a fun-orientated environment.
- To further enhance the school's code of conduct policy.
- To continue to refine the student and staff leadership models.
- Advisory Council Priority – To continue to enhance playground facilities.

The above priorities are five of the school's 10 priorities, of which nine were developed by the school staff and one by the school's advisory council. From these priorities, staff developed plans of action, expected outcomes, and activities. These priorities were also matched with priorities of the school division and the Department of Education. Some positive results would include: various school activities that enhanced student appreciation of how *lucky* they are to live in Canada, improved student Canadian Achievement Test scores, even better student attendance rates, a revised code of conduct policy that included the opportunity for student merits, the development of a formal teacher leader model and more opportunity for students to develop their leadership *skills*, and formal school playground plans being developed and some degree of fundraising for the project.

VJH 2002–03 Canadian Achievement Test (CAT) Results

(Students should be at their grade level plus 8 months)

Grade 5: 6.3 (5 months above Canadian average)

Grade 6: 7.5 (7 months above Canadian average)

Grade 7: 8.2 (4 months above Canadian average)

Grade 8: 10.4 (16 months above Canadian average)

Peer Helpers

Virden Junior High has a 20-year record of having a student peer helper program, which involves formal training so that students may assist other students either academically or with personal problems. The students are available to listen to the problems of classmates and point them towards agencies within the school.

VJH Student Attendance

We are pleased that the students who attend this school have an attendance rate of 95.6%. VJH Students must like their school.

Extra Curricular Events

The students at Virden Junior High were exposed to many opportunities, which included drama, volleyball, music, basketball, art, badminton, Track & Field, leadership, and participaction activities to name a few. The staff members at Virden Junior High are firm believers in the Middle Years philosophy. This philosophy emphasizes participation and cooperation rather than the "got to win at all costs" mentally.

If you have any questions, comments, or ideas in regards to this Community Report, or any aspect of your community school, please feel free to call the school any time at 748-1932.

Parents are always welcome!

Virden Junior High School Community Report: Used with permission of Mark Keown.

"Preparing students for the future"

Fort La Bosse

www.flbsd.mb.ca

The Fort La Bosse School Division is committed to working together with our communities to prepare students for the future by providing quality education and fostering lifelong learning in caring environments while making the best possible use of resources.

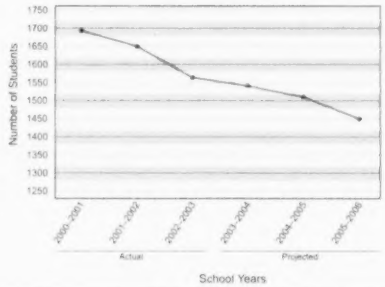
Fort La Bosse Division Profile

- Annual budget of 12.8 million dollars (2003–2004)
- 2500 sq. kilometres in area in Fort La Bosse
- 1550 full-time equivalent students
- Buses travel over one million kms./yr. on 36 daily routes
- 11 schools – over 275,000 sq. ft of space
- Approximately 500 full- and part-time employees
- Over 750 computers in the division
- A broad range of Academic, Business, and Vocational Programs
- 15.8 to 1 Pupil/Classroom Teacher Ratio (Division Average)

Priorities/Initiatives

1. Efforts to address staffing shortages through recruitment fairs, enhancements for substitutes.
2. Responding to declining student enrolment by participating in Virden & Area Education Initiative to promote post-secondary learning opportunities and regional development.
3. Addressing "At Risk" learners through Early Literacy intervention, Social Skills/Counselling Programs, Aboriginal Academic Achievement grant support, Healthy Schools Project initiated at VCI, developing an Early Numeracy initiative, Threat Assessment inservicing and policy development, and the Alternate Classroom at VCI.
4. Communication through pre-budget consultation meetings with community, developing graduating student "exit surveys", and publishing our first annual "Community Report Card".
5. Technology: extensive integration inservicing of staff, high-speed wireless network in place, and the expanding of S1–S4 online course delivery.
6. Facility & Safety Infrastructure: new Workplace Safety and Health program/policy in development, playground safety enhancement initiatives, and major facility improvements at various schools.

Division Enrollment Patterns



Student Assessment and Evaluation

- Division policy based on the Canadian Principles of Fair Assessment
- Belief that the most authentic assessment is classroom-based
- Participation in mandated provincial standards tests
- 2003 Grade 3 Assessment results:
  - Literacy: 85% of students either independently or with limited assistance met or exceeded expectations.
  - Numeracy: 91% of students either independently or with limited assistance met or exceeded expectations.
- Jan. 2003 Senior 4 Pass Rate & Division Average:
  - ELA: Pass Rate 93.5% & 69.6% (aver.)
  - Pre Calc.: Pass Rate 74.3% & 61.2% (aver.)
  - Consumer Math: Pass Rate 97.9% & 75.9% (aver.)

Senior Administration

Cliff Chutskoff, Superintendent

Bob Findlay, Supervisor of Operations

Kent Reid, Secretary Treasurer

Craig Russell, Chairman

Jim Skelton, Vice Chair

Fort La Bosse Board of Trustees

Brent Cook, Garry Draper, Yvonne Sheane, Margaret Walker, Dawna Jamieson,
Bob Cochrane, Carl Johnas

School Information

Box 1510
447 Princess St. W
Virden, Manitoba
ROM 2C0

Phone: 748-1932

Fax: 7481-1944

Email: vjhadm@flbsd.mb.ca

HOME OF THE SAINTS

Fort La Bosse School Division Report: Used with permission of Mark Keown.

Niverville Collegiate Institute

Community Report 2002–2003

Our Mission Statement

Niverville Collegiate's staff and students are committed to working co-operatively within the community to develop well-rounded, lifelong learners in a safe, respectful, and positive learning environment.

About Us

We have 20 teachers and three support staff working with one administrator in a Grade 7 to 12 setting that provides a multi-faceted education for 334 students. NCI offers both the French and German language options. All Jr. High students take both Tech. Ed. & Home Ec. for three periods/cycle in alternating semesters during the school year. We have 74% of our school's population enrolled in the Band Program. Jr. High non-band students are enrolled in Study Skills (Gr. 7), Lion's Quest (Gr. 8), or Transitional Math (Gr. 9). Our Resource Teacher works alongside the classroom teachers to program for nine level-1 students and nine ESL students, as well as our less successful learners. The E.A.'s assist in implementing the programs. Enrichment opportunities are also available. All three Math streams (Consumer, Applied, & Pre-Calculus) are timetabled at NCI. Business & Technology courses continue to be in demand in our school. Two computer labs facilitate these courses. Our SIC courses this year included Publishing & Journalism (Gr. 10) and Media Literacy (Gr. 9). The IITV Lab offered eight courses to our Senior students, which might not be offered locally. Our organized Intramural Program & competitive House League (Gr. 7 & 8) allowed students to practice skills learned in the Phys. Ed. Class. The Student Council acted as a liaison between staff and the student body. It provided opportunities to develop skills in leadership and committee participation. An extracurricular club produced the school yearbook for release in June. We worked closely with the Parent Advisory Council, Band Boosters, Town Council, and Church Groups.

2002 - 2003 Priorities

We will strengthen public understanding of who we are and what we do by consistent open communication and cooperation with the community.

> **Successes:** Various records and statistics will help us to track responses to school communications on paper and on the web.

All teachers will implement five diversified instructional strategies to incorporate into the learning process.

> **Successes:** In staff meetings and one-on-one sessions with the resource department, teachers have begun to understand and implement principles and procedures of differentiated instruction in order to reach more students more effectively.

We will continue to make our school more attractive and appealing as a place in which to work and learn.

Successes: With the help of student council, parents' input, and the efforts of the faculty and staff, we have implemented a number of positive programs and innovations in the physical setting and procedures of Niverville Collegiate Institute.

We will have remained fiscally responsible and accountable at the school level for any computer-related purchases.

Successes: The Maplewood database software is streamlining and speeding up the reporting of attendance, marks and credits, and library usage.

Our school will have finished implementing the new science curriculum.

Successes: The new provincial curriculum, including Grade 7 – Senior 2 *Science Power* textbooks, is in place; professional development will continue to aid in the implementation and success of the new curriculum.

We'd need a whole booklet just to list our highlights this year, but here's a quick capsule:

Student council did amazing things this year, like the Twelve Days of Christmas including a rollicking talent show, and making some stylin' NCI-wear available to the students.

Music continued to be a strength as the bands all did well at the Christmas Concert and at the Optimist Festival; the Senior Band trip was the most successful ever.

The Princess Bride was an incredibly successful and enjoyable dramatic achievement.

School planning and effective discipline processes were staff focuses this year, as a team attended Effective Behaviour Support seminars and worked on SMART school planning procedures.

Student activities like field trips and the "Mitch Dorge: In Your Face and Interactive" sessions provided non-classroom learning experiences.

Parent activities continue to be crucial to school life, as demonstrated by the completion of the north-side portion of the ongoing beautification project, the purchase of a computer projector, two laptop computers, and many other examples of PAC contributions.

Niverville Collegiate Institute Community Report: Used with permission of Ken Klassen.